

University of Redlands

InSPIRe @ Redlands

---

Ed.D. Dissertations in Leadership for  
Educational Justice

Theses, Dissertations, and Honors Projects

---

8-31-2019

## Literacies: Examining Teachers' Perception of Meaning-Making in Literacy for English Learners and LTELs

Maria Ordaz

*University of Redlands*

Follow this and additional works at: <https://inspire.redlands.edu/eddissertations>



Part of the [Educational Leadership Commons](#)

DOI: <https://doi.org/10.26716/redlands/doctor/2019.5>

---

### Recommended Citation

Ordaz, Maria, "Literacies: Examining Teachers' Perception of Meaning-Making in Literacy for English Learners and LTELs" (2019). *Ed.D. Dissertations in Leadership for Educational Justice*. 95. <https://doi.org/10.26716/redlands/doctor/2019.5>  
<https://inspire.redlands.edu/eddissertations/95>



This work is licensed under a [Creative Commons Attribution 4.0 License](#).

This material may be protected by copyright law (Title 17 U.S. Code).

This Open Access is brought to you for free and open access by the Theses, Dissertations, and Honors Projects at InSPIRe @ Redlands. It has been accepted for inclusion in Ed.D. Dissertations in Leadership for Educational Justice by an authorized administrator of InSPIRe @ Redlands. For more information, please contact [inspire@redlands.edu](mailto:inspire@redlands.edu).

UNIVERSITY OF REDLANDS

Literacies: Examining Teachers' Perception of Meaning-Making  
in Literacy for English Learners and LTELs

A dissertation submitted in partial satisfaction of the requirements for the degree of  
Doctor of Education in Leadership for Educational Justice

By

María Ordaz

August 2019

Dissertation Committee:

Dr. Jose Lalas, Ph.D., Committee Chair

Dr. Brian Charest, Ph.D.

Dr. Barbara M. Flores, Ph.D.

Copyright © 2019 by María Ordaz

All Rights Reserved



We hereby approve the dissertation of

[Redacted Signature]

Candidate Signature—Full Legal Name

7-30-2019

Date

Candidate for the degree of Doctor of Education

[Redacted Signature]

Dissertation Chair Signature—Full Legal Name

7-30-2019

Date

[Redacted Signature]

Committee Member Signature—Full Legal Name

7-30-2019

Date

[Redacted Signature]

Committee Member Signature—Full Legal Name

07-30-19

Date

[Redacted Signature]

Dean, School of Education—Andrew F. Wall, Ph.D.

10/7/19

Date

### Abstract

The objective of this study was to gather teacher voices in order to examine the perception of teachers in teaching meaning-making in literacy to Long-term English learners (LTEL). This study focused on how meaning-making in literacy instruction is facilitated to English learners from kinder through sixth grade. The goal of this study was to understand how English learners at the elementary level become Long-term English learners. The purpose was to gather data that informs how meaning-making in literacy is taught to this student group; guided by social semiotic theory, data was gathered. In order to guide the development and implementation of sustainable systems that support meaning-making in literacy among LTELs, teachers' voices need to be heard and used as the primary source of guidance. To allow for an in-depth investigation of the meaning given to the experiences of the small participant population, narrative inquiry was used. Through storytelling, this study attempted to shed light on teachers' methodologies that are currently used in the classroom to support meaning-making in literacy. The goal of this study was to answer the following questions: How does teacher's perception of meaning-making in literacy and the goals set for students drive the delivery of literacy instruction for English learners and Long-term English learners? How do teachers provide opportunities to develop strong meaning-making skills in literacy instruction for Long-term English learners? To what extent does the teacher's perception of reading, delivery of instruction, and planning reflect meaning-making for English learners and Long-term English learners? What recommendations can be made to educators and administrators who are responsible for professional development in regard to providing a strong literacy program intended to empower Long-term English learners in developing their meaning-making abilities?

**Dedication**

This work is dedicated to my beautiful children. Everything I do is for you. Mijo, I promised you I would do it and I did.

### **Acknowledgments**

I would like to take this time to thank everyone who helped me accomplish my educational goals. First and foremost, I must thank the Lord for always holding my hand. Without His unconditional love for me, I would not be who I am today.

I have to thank my family and friends who never stopped cheering me on. There unwavering support has meant the world to me. I need to specifically thank my husband and my mom for taking my mommy duties so that I could reach for the stars.

I have been so blessed to have had such wonderful committee members. Thank you, Dr. Jose Lalas for your guidance. Thank you, Dr. Barbara Flores and Dr. Brian Charest for your support.

Table of Contents

Chapter 1 Statement of the Problem .....	12
Legislative History .....	12
Current Legislation .....	18
Significance of the Study .....	21
Conceptual Framework .....	27
Social Semiotic Theory .....	29
Research Questions .....	32
Definition of Terms .....	34
Organization of Study .....	36
Chapter 2 Literature Review .....	37
Long-term English Learners .....	37
Professional Development .....	40
Semiosis: Meaning-making .....	42
Representation .....	46
Communication .....	47
Interpretation .....	48
Semiotic Resources .....	49
Semiosis in the Classroom .....	52
Literacies Pedagogy .....	56
Didactic Literacy Pedagogy .....	56
Authentic Literacy Pedagogy .....	58
Functional Literacy Pedagogy .....	60
Critical Literacies Pedagogy .....	61
Student Engagement .....	63
Observable .....	64
Internal .....	64
Chapter 3 Methodology .....	66
Research Design .....	66
Narrative Inquiry .....	67
Positionality .....	68
Population and Sample .....	69
Gatekeeper .....	69



## Literacies: Examining Teachers' Perception of Meaning-Making

Protection of Participants .....	69
Setting .....	70
Data Collection and Analysis.....	70
Chapter 4 Purpose .....	72
Process .....	76
Findings.....	77
Analysis of the Data Gathered from Interview and Observation.....	78
Ms. Charlotte's Profile: Kinder Teacher.....	78
Perception of Meaning-making in Literacy Instruction.....	79
Infusion of Meaning-making in Literacy Instruction.....	82
Summary.....	84
Ms. April' Profile: First Grade Teacher.....	85
Perception of Meaning-making in Literacy Instruction.....	85
Infusion of Meaning-making in Literacy Instruction .....	87
Summary .....	89
Mrs. Emily's Profile: Second Grade Teacher .....	90
Perception of Meaning-making in Literacy Instruction.....	90
Infusion of Meaning-making in Literacy Instruction.....	93
Summary .....	96
Ms. Rory's Prifile: Third Grade Teacher .....	97
Perception of Meaning-making in Literacy Instruction.....	98
Infusion of Meaning-making in Literacy Instruction.....	100
Summary .....	103
Mrs. Paris' Profile: Fifth Grade Teacher .....	103
Perception of Meaning-making in Literacy Instruction.....	104
Infusion of Meaning-making in Literacy Instruction.....	105
Summary .....	108
Mrs. Anna's Profile: Sixth-Grade Teacher .....	108
Perception of Meaning-making in Literacy Instruction.....	109
Infusion of Meaning-making in Literacy Instruction.....	111
Summary .....	112
Lesson Plan Analysis .....	113
Themes.....	113
Summary.....	123

Meaning-making, Pedagogical or Ideological? .....	128
Chapter 5 Summary, Findings, Implications, and Conclusion of the Study.....	128
Summary of the Study .....	132
Problem .....	133
Research Questions .....	134
Summary of Methods.....	134
Limitations .....	135
Findings and Discussion .....	136
The Great Disconnect .....	137
Research Question 1 .....	139
Research Question 2 .....	146
Research Question 3 .....	150
Research Question 4 .....	152
Implications.....	155
Conclusion .....	155
Reimagining: Pedagogical or Ideological .....	156
References.....	160
Appendix A Perception of Meaning-making in Literacy Textual and Observable Evidence: Ms. Charlotte.....	175
Appendix B Infusion of Meaning-making in Literacy Textual and Observable Evidence: Ms. Charlotte.....	178
Appendix C Perception of Meaning-making in Literacy Textual and Observable Evidence: Ms. April .....	183
Appendix D Infusion of Meaning-making in Literacy Textual and Observable Evidence: Ms. April .....	185
Appendix E Perception of Meaning-making in Literacy Textual and Observable Evidence: Mrs. Emily .....	187
Appendix F Infusion of Meaning-making in Literacy Textual and Observable Evidence: Mrs. Emily .....	189
Appendix G Perception of Meaning-making in Literacy Textual and Observable Evidence: Ms. Rory .....	193
Appendix H Infusion of Meaning-making in Literacy Textual and Observable Evidence: Ms. Rory .....	196
Appendix I Perception of Meaning-making in Literacy Textual and Observable Evidence: Mrs. Paris .....	203
Appendix J Infusion of Meaning-making in Literacy Textual and Observable Evidence: Mrs. Paris .....	206

## Literacies: Examining Teachers' Perception of Meaning-Making

### Appendix K Perception of Meaning-making in Literacy Textual and Observable Evidence:

Mrs. Anna ..... 209

### Appendix L Infusion of Meaning-making in Literacy Textual and Observable Evidence:

Mrs. Anna ..... 212

List of Tables

Table 1 Working Definition of Semiosis .....	74
--	----

Table 2 Infusion of Meaning-making in Literacy Lessons .....	148
--	-----

List of Figures

Figure 1 Percent of Student who Met or Exceeded Standards on SBAC ELA .....	26
Figure 2 Graduation Rates for 2017-2018 School Year .....	26
Figure 3 Teachers' Meaning-Making Cycle .....	116
Figure 4 Literacy Pedagogies.....	124
Figure 5 Semiosis/Meaning-making .....	126
Figure 6 Meaning-making.....	138
Figure 7 Perception of Meaning-making and the Goals Set.....	142

## **Chapter 1**

### **Statement of the Problem**

California has one third of the nation's English learners enrolled in public schools, more than 1.3 million (Briceño, 2018). English learners are students whose primary language is reported to be any language other than English on the state-approved Home Language Survey when enrolling in public school (CDE, 2018). Seventy-one percent of California's English learners are enrolled in kindergarten through sixth grade (CDE, 2018). Nationwide, in K-12 public schools, English learners make up 11% of the student population (Harmon, 2018).

California's test scores suggest that English learners lag behind their English-only peers, making closing the achievement gap a goal for California's educational system (Hill, 2012). The percentage of Long-term English learners at the secondary level increased by 20 percentage points over seven school years (WestEd, 2016). LTELs have the lowest graduation rate among other English Learner groups making understanding what educators can do to help this subgroup extremely important. One resounding issue that needs to be addressed is the fact that educators have not been provided with the knowledge needed to effectively teach English learners, let alone the specific needs Long-term English learners need, in the areas of language acquisition, literacy and language teaching (Umansky, 2018). Longer-term English learners are not meeting grade-level standards and have difficulties with reading, writing, and academic vocabulary (The Glossary of Education Reform, 2015) and for this reason, have fallen behind not only English-only students but other English learner groups as well. Many LTELs are bilingual and are proficient in everyday English but lack mastery of academic vocabulary. Long-term English learners have not been given the proper English language development support and many have

been placed inappropriately in classes and/or in groups by teachers for targeted instruction (Freeman, Freeman, Soto, & EBE, 2016).

The gaps in reading performance among Long-term English learners have been associated with gaps in their vocabulary knowledge (Carlo et al., 2004). Waiting for English learners to become proficient in English before teaching content has resulted in English learners not having access to rigorous subject matter or the opportunity to develop specialized academic vocabulary (Stoddart, Pinal, Latzke, & Canaday, 2002) and therefore being unable to meet district requirements for reclassification that has allowed English learners to be classified as Long-term English learners.

In August of 2010, California's State Board of Education adopted a set of standards known as Common Core State Standards (CDE, 2018). The Common Core Standards increased the demands placed on English learners compared to the states previous standards. When the standards were implemented, they posed new challenges for English learners who were already struggling to learn basic English (Hill, 2012). Along with the state's updated standards came revised English Language Development (ELD) standards that correspond with the rigorous Common Core Standards in English Language Arts and Literacy, History/Social Science, Science, and Technical Subjects (CDE, 2014).

California has been committed to providing English learners with high-quality education that will allow them to become proficient in English (CDE, 2014). According to the California Department of Education's (2019b) California's goal for English learners was twofold: First, "Ensure that English learners acquire full proficiency in English as rapidly and effectively as possible" (para.1, bullet 1); and, secondly, "achieve the same rigorous grade-level academic standards that are expected of all students" (para.1, bullet 2).

Despite federal and state policies and additional funding for English learners, 59% of secondary English learners are not reclassified within six years of attending US schools and are labeled as Long-term English learners (Freeman et al., 2016). Long-term English learners are students who, after six years of attending US schools, have been unable to meet state's and district's reclassification criteria. The state has four reclassification criteria in place, three of the criteria are set by the state and the fourth one is set by districts but must follow the guidelines set by the state. To qualify for reclassification, students must demonstrate English proficiency through passing an English language development test, teacher evaluation of curriculum mastery, parental agreement with reclassification, and demonstrate basic skills that are equivalent to English only students (CDE, 2019c). The majority of Long-term English learners have been enrolled in US schools since kindergarten and in English language mainstream or structured English immersion classrooms, two educational programs that the State of California offers in an attempt to help English learners meet their goals. In California, there are three programs to help English learners meet their goals.

- Structured English Immersion (SEI)—A classroom setting where English learners who have not yet acquired reasonable fluency in English, as defined by the school district, receive instruction through an English language acquisition process, in which nearly all classroom instruction is in English but with a curriculum and presentation designed for children who are learning the language (CDE, 2018).
- English Language Mainstream (ELM)—A classroom setting for English learners who have acquired reasonable fluency in English, as defined by the school district. In addition to ELD instruction, English learners continue to receive additional and appropriate



educational services in order to recoup any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers (CDE, 2018).

- Alternative Program (Alt)—A language acquisition process in which English learners receive ELD instruction targeted to their English proficiency level and academic subjects are taught in the primary language, as defined by the school district (CDE, 2018).

Alternative bilingual programs lost a lot of support after the passing of proposition 227 but are gaining momentum with the recent passing of the English Learner Roadmap.

### **Legislative History**

The fact that English learners have fallen so far behind English-only students, students who have declared that English is the only language spoken at home, has not gone unnoticed. Laws have been passed, both at the federal and at the state level, to help guide local education agencies on how to help English learners. At the federal level, requirements placed on how English learners are educated come from two sources: civil rights laws and the Elementary and Secondary Education Act (National Alliance for Public Charter Schools, 2013). Title IV of the *Civil Rights Act of 1964* prohibits any agency that receives federal financial aid from discriminating on the basis of race, color, or national origin (U. S. Department of Justice, 2018; see also FindLaw, n.d.). Failing to provide equal educational opportunities to students who have limited English proficiency (National Clearinhouse for English Language Acquisition, NCELA, 2006) can be considered to be discrimination based on national origin. In 1970, parents of 18 hundred Chinese-American students sued the San Francisco School District claiming that their children were being denied their constitutional right to an education because they did not speak English (Sugarman & Widess, 1974). In 1974, the U. S. Supreme Court ruled in the parents' favor. Justice William O. Douglas stated. "There is no equality of treatment merely by providing

students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education” (US Legal, n.d., para. 2).

The first federal legislation to provide entitlement funds for English language learners was the *Title VII Bilingual Education Act of 1968* (Jimenez-Castellanos, 2010). In 1968, 7.5 million dollars were approved for spending and districts were encouraged to use the funds for English instruction and multicultural awareness and allowed bilingual education programs without violating segregation laws (Jimenez-Castellanos, 2010).

California Assembly Bill (AB) 2284, also known as the Bilingual Education Act, was the first state legislation in California that provided funds for English language learners. The bill was intended to provide supplemental financial assistance to help meet the extra costs of phasing in bilingual education programs that provided classroom instruction in both English and the primary language of the English learners. (Jimenez-Castellanos, 2010, p. 13).

The *Equal Educational Opportunities Act (EEOA) of 1974* required state and local educational agencies to take appropriate action to “overcome language barriers that impeded equal participation by its students in its instructional programs [20 U.S.C. §1203(f)]” (U. S. Department of Education, n.d., para. *Equal Educational Opportunities Act of 1974*). In 1978, California Assembly Bill 65 provided additional state assistance to increase per pupil spending to low-socioeconomic districts and placed limits on expenditures in districts with higher per pupil property values by consolidating state funds for compensatory and bilingual education into the Economic Impact Aid formula guaranteeing \$300 for each English language learner based on R-30 language census data (Jimenez-Castellanos, 2010).

In 1998, California voters decided that bilingual education was not meeting the needs of English learners and felt that English learners would thrive and acquire English proficiency at a much faster rate if English-learner students were taught in an all English classroom, stripping English learners from their native language. As part of the reforms of Proposition 227, to prepare educators for the challenges of teaching English learners, the Cross-Cultural Language and Academic Development (CLAD) was developed which authorized non-bilingual teachers to provide English language development to English learners (Mora, 2000). Two thirds of the teachers who earned their credentials after English language development was mandated to be included as part of teacher preparation programs were unaware that they were authorized to teach English learners (Maxwell-Jolly & Gándara, 2006). In 1999, the California Department of Education adopted the state's first standards in English Language Development, in response to Assembly Bill (AB) 748 (CDE, 2002).

In 2001, the *No Child Left Behind Act* (NCLB, 2002) reauthorized the Elementary and Secondary Act of 1965. Part A of Title III of the *No Child Left Behind Act* is known as the *English Language Acquisition, Language Enhancement, and Academic Achievement Act*, replaced Title VII (the *Bilingual Education Act*, 1968) (Jimenez-Castellanos, 2010). Under NCLB, states that used federal funds were held accountable for the academic achievement of students. To show data of student's academic achievement, states were required to develop high-quality yearly assessments (Abedi, 2004). Title III targeted English learners with an English only approach (Jimenez-Castellanos, 2010). The *English Language Acquisition, Language Enhancement, and Academic Achievement Act* stated that English learners had to become English proficient while also meeting the same academic standards as English-only students (Jimenez-Castellanos, 2010).

In 2006, California Assembly Bill 1802 revised the Economic Impact Aid formula for both districts and charter schools increasing funding for English learners from 62 million in 1978 to over a billion dollars in 2009 (Jimenez-Castellanos, 2010).

### **Current Legislation**

**Every Student Succeeds Act.** The most recent reauthorization of the Elementary and Secondary Education Act is Every Student Succeeds Act (ESSA) that was passed in 2015. ESSA keeps the requirement of state content standards in language arts, math, and science that was introduced under *No Child Left Behind* but added alignment with entrance requirements for the state's system of public higher education (Council of Chief State School Officers, 2016). Under ESSA, states must have in place English language proficiency standards for English learners that are aligned with state academic standards.

**California's Local Control Funding Formula.** California's Local Control Funding Formula (LCFF) is the state's new and simplified funding formula that weights English learners (Millard, 2015). It radically reformed how California funds its schools for the first time in 40 years (Affeldt, 2015). The Local Control Funding Formula is based on three principles: funding schools more equitable, making more decisions at a local level, and measuring school achievement using a variety of measures, not just high-stakes test score (EdSource, 2016).

Funds are dispersed three different ways: base grants, supplemental, and concentration funds. Under the new formula, the bulk of schools' funding comes from the base grants. Base grants are allotted to each student and is connected to the average daily attendance in four grade spans (Taylor, 2013). Supplemental grants provide additional funds for three particular student subgroups: English learners, foster youth, and low-income students. Supplemental grants allocate an additional 20% above the base grant for these particular student groups. Students are

classified as English learners based on the home language survey and the state's English proficiency test. There is no limit to the amount of years that a district can receive supplement grants for English learners but once a student is reclassified as English proficient, they lose the supplement grant (EdSource, 2016).

Concentration grants are awarded to districts whose population of English learners or low-income students exceeds 55% of their enrollment. These districts receive an additional 50% for each English learner or low-income student above the 55% threshold (EdSource, 2016). Concentration grants are intended to help address research findings showing that students, all students, face extra academic challenges if they go to schools that have higher numbers of low-income or limited English proficient students (EdSource, 2016).

**Local Control and Accountability Plan.** As part of Local Control Funding Formula, Local Education Agencies must complete a three year (EdSource, 2016) Local Control and Accountability Plan (LCAP) that outlines how districts plan on using the monies allocated to them. The LCAP has three main sections: section one focuses on stakeholder expectations, section two looks at the district's goals and progress as well as indicators, and section three outlines the district's actions, services, and expenditures (Miles & Feinberg, 2014). The plan is intended to outline how Local Education Agencies are going to improve student outcomes.

**State standards.** Over the past several years, the state has implemented new state standards that have increased the rigorous demands placed on Long-term English learners, posing new challenges for Long-term English learners and who were already struggling to meet grade-level standards (Hill, 2012). Increasing the need for teachers to understand how to develop and implement practice that "support and foster academic, linguistic and social literacies" (Harman, 2018, p. 2). Along with the updated standards came new English Language

Development (ELD) standards that correspond with the rigorous Common Core Standards in English Language Arts and Literacy, History/Social Science, Science, and Technical Subjects (CDE, 2014).

The ELA/ELD standards are built around the core concept of fostering literacy through critical thinking and problem solving, collaboration, and communication and are intended to guide “the development of curriculum, instruction, assessment, instructional materials, and professional learning to ensure that all California learners benefit optimally and achieve their highest potential” (CDE, 2015, pp. 1-2).

The California Department of Education (CDE) has continuously recognized that English learners need instructional support to develop proficiency in the English language and literacy while they engage in learning academic content as well as needing additional time and appropriate academic scaffolding to reach proficiency in both the English language and academic standards (English Learner Support Division, California Department of Education, 2014). The current California English Language Development Standards are intended to give English learners full access to high-quality English language arts and all other subjects at the same time students are progressing through the newly redefined English Language Development level continuum (CDE, 2014). The ELD standards are designed to apply English language and literacy skills across all academic content areas and require English learners to participate in sustained and relevant academic conversations on a variety of topics, explain their thought process using academic vocabulary while building on peer's contributions, construct arguments and justify their opinions using textual evidence, and effectively produce a variety of written and verbal work across the disciplines (CDE, 2014).

**California English learner roadmap.** The California English Learner Roadmap (CDE, 2019a) was unanimously adopted on July 12, 2017 by the California State Board of Education and supersedes Proposition 227. The English Learner Roadmap includes the California State Board of Education's vision and mission statement focused exclusively on the state's English learner population, a summary of policy and research in historical context, and is divided into four interrelated principles (Hakuta, 2018). The first principle focuses on assets-oriented and needs-responsive schools. The second principle focuses on the intellectual quality of instructional and meaningful access and the third principle looks at the systems' conditions that support effectiveness. The fourth principle engages the alignment and articulation within and across systems (Hakuta, 2018).

The English Learner Roadmap leads the state as it takes an important shift in thinking about English learners and giving this group of students the recognition (Fraser, 1997) the group has longed for in terms of acknowledging the groups social and cultural capital (Swartz, 1997). The roadmap outlines the importance of recognizing the strengths that English learners bring into the classroom and the importance of building upon those strengths as well as highlighting their diverse cultures and rich history. The roadmap reiterates the benefits of being bilingual and even multilingual in regard to 21st century skills. The newly adopted English Learner Roadmap is a shift from the deficit model to the asset-based model in regard to the state's English learner student population.

### **Significance of the Study**

Despite the efforts that the State of California has taken to help close the achievement gap among English learners, the gap still exists. This study will focus on creating a storyline of how English learners are taught to use literacy as a tool for empowerment. English learners are

taught literacy every school day. They learn how to answer the questions the teacher asks or to pass a test. Once the lesson is over, are they retaining the knowledge they learned? Are they able to take what they have learned and apply that knowledge outside of the classroom? Are they able to use the knowledge they are gaining in school to gain the power and know how to challenge issues they see around them?

Meaning-making in literacy goes beyond the ability to read and answer comprehension questions. Meaning-making goes beyond meeting grade-level standards and being prepared for the next grade level. Meaning-making is the ability to take the knowledge gained and build upon it. It is being able to use past knowledge to solve new problems; listen and see what is going on around you; seeing all the possible ways to address the issues they see; and being able to see those issues and identify how they affect them, positively or negatively. Meaning-making helps students take all the knowledge that they learn in school and use it on their own, in the real-world by providing them “a challenging education of high quality that empowers them as thinkers, communicators and citizens” (Shor, 1992, p. 10).

The purpose of the study was to gather teachers' stories and then share them with administrators and professional development designers so that these educational leaders might better understand a teacher's perspective on meaning-making in literacy in the classroom. For the purpose of this study, meaning-making was defined based on the literature as the ability to use information that is given and becoming creators and re-creators of information (Kalantzis, Cope, Chan, & Dalley-Trim, 2016). It is taking what they have learned and using that knowledge as a foundation to learn new information and to transform old information by adding to or see through a new perspective. It is being active designers of meaning (Kalantzis et al., 2016) by taking the initiative to continue learning without needing direct instruction from



another person. Developing new knowledge and strategies for unfamiliar concepts through understanding communication in terms of a common set of fundamental rules or principles (Kalantzis et al., 2016). It is also having the skills to take information that they have been taught and use existing knowledge to decode new information that is presented without the guidance of another person by “identifying patterns, negotiating the unpredictable and to interpret designs of meaning that may not make sense at the beginning” (Kalantzis et al., 2016, p. 226). According to Hodge (2017), meaning-making is transforming knowledge into more meaningful information, information that empowers, by knowing how to use the “complex relationships between language, meaning and reality in social context” (p. 17). It includes the understanding that “meaning is always negotiated” (Hodge & Kress, 1988, p. 12) based on personal experience, cultural and situational basis, the sense of purpose and value, metaphysically or spiritual. This understanding gives those receiving the information an understanding of the frame used to deliver a specific message to its intended audience (Hodge, 2017). This same understanding can then be used to critically analyze the semiotic resources used behind said message. Meaning-making also includes the ability to shift perspectives according to context and social purpose when accessing complex academic and cultural literacies. This ability allows the reader to make meaning from the text and the capacity to identify the text’s purpose (Harman, 2018). It also means being able to realize that points of view change the meaning of the same information that is being delivered (Harman, 2018). It means taking other’s perspectives into consideration and understanding that how information is interpreted is impacted by their varied perspectives (Harman, 2018). Ultimately, meaning-making means having the power and tools necessary to challenge underlying ideologies of the language majority and developing or having a sense of purpose and value in society (Harman, 2018; Hodge, 2017).

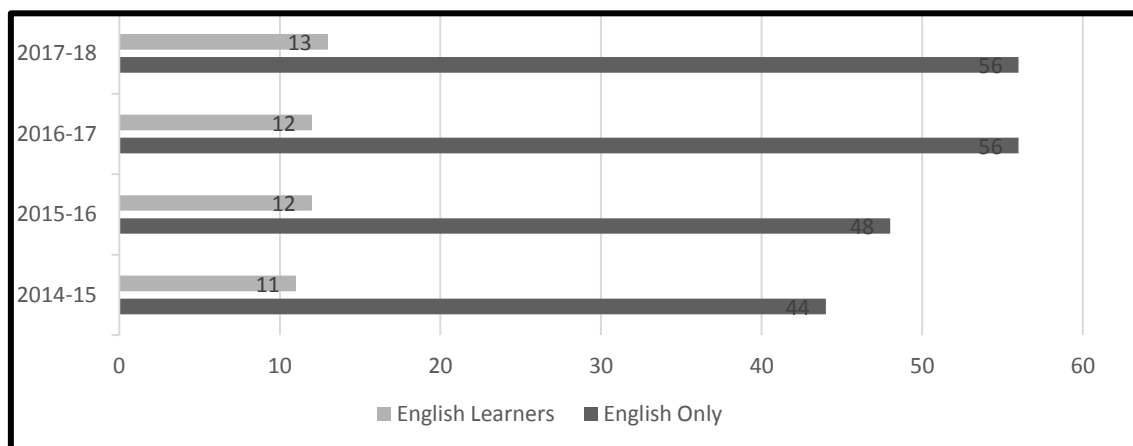
Teacher perspectives are important because the way a teacher defines meaning-making and the goals they have for their students guide their choice in the methods they use in the classroom to achieve those goals, based on their understanding of the purpose of reading. The use of the social semiotic theory (Kress, 2010) allows for the uncovering of which literacy methodologies (Gunning, 2013) influence teachers as they teach Long-term English learners. How the teacher delivers literacy instruction shapes how non-native English-speaking students are taught to make meaning when presented with difficult academic and cultural literacies (Harman, 2018) and how students interpret the information they receive at the elementary level. Teacher voices have long been missing from the data used to develop school and district plans around professional development that focuses on literacy, especially when it comes to educating Long-term English learners. Long-term English learners have gone without adequate meaning-making skills and for this reason have been unable to meet state and/or district requirements for reclassification to English proficient before entering middle school (Armas, Lavadenz, & Olsen, 2015).

Despite the variety of measures that have been taken at the federal and state level, between one quarter to one half of all English learners (Freeman et al., 2016) who have been receiving English instruction for their entire educational career are considered non-English proficient after five to seven years of education in US schools. This study focused on how meaning-making in literacy is taught to English learners from kinder through sixth grade. The goal of this study was to understand how English learners at the elementary level become Long-term English learners. This was done by interviewing and observing teachers for the purpose of understanding and gathering information directly from teachers who are responsible for helping support LTELs' unique needs and to build on their skills to support LTELs to meet state's and

district's requirements for reclassification. Most importantly, this study set out to help educators fully understand why English learners, especially Long-term English learners need to go beyond the ability to read and answer basic, above-the-surface comprehension questions to being able to make meaning of all they read. This would allow students to take what they have learned, apply and make connections to their world in order to have the ability to use and manipulate “text in more powerful social, cognitive, and political ways” (Harman, 2018, preface, p. v) and “knowing how to make meaning like the natives do” (Lemke, 1998, p. 3).

The State Accountability Report Card (STAR; CDE, 2019d) affirmed the need to rethink how English learners are taught, based on the results of the California Assessment of Student Performance and Progress (CAASPP) test scores. The CAASPP is used to assess the mastery of English Language Arts in grades three through eight and in eleventh grade. Students are scored under four levels: Level 1 Standard not met, Level 2 Standard nearly met, Level 3 Standard met, and Level 4 Standard exceeded (CDE, 2016).

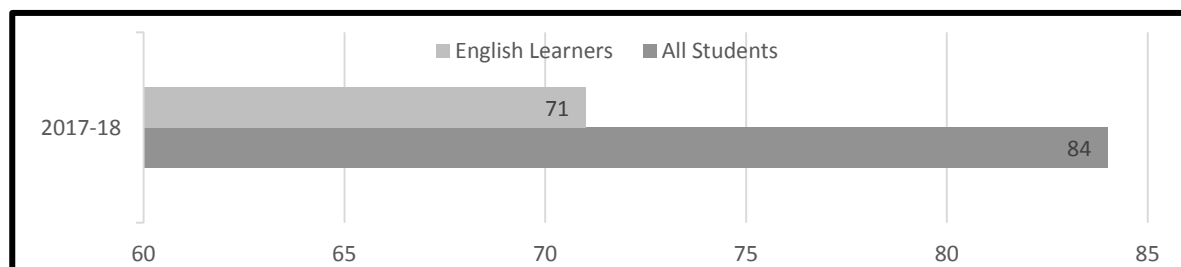
Figure 1 shows the achievement gap between English-only students and English learners. In 2014-2015, only 11% of ELs met or exceeded standards on SBAC ELA while 44% of English-only students met or exceeded the same standards. The trend for English-only students has continued on an upward movement with 56% of English-only students meeting or exceeding ELA standards in both the 2016-2017 and 2017-2018 school-year. ELs have also made gains in the SBAC ELA. In 2017-2018, 13 % of ELs met or exceeded ELA standards (Flint, 2018). Despite the gains made by ELs, the achievement gap remains. The work needed to continue this positive trend needs to focus on the “connection between investment in teachers' professional development and changes in students' abilities to use text in more powerful social, cognitive, and political ways over time” (Harman, 2018, p. v).



Source: Adapted from Flint, T. (2018). p, 31

*Figure 1: Percent of Student who Met or Exceeded Standards on SBAC ELA*

Long-term English Learner's academic achievement lags behind not only their English-only counterpart's but other English Learner counterparts as well. In California, the percentage of Long-term English learners at the secondary level increased by 20 percentage points over seven school years (WestEd, 2016). LTELs' graduation rate is not tracked as a student group making the tracking of this particular student group difficult. In 2017-2018, 71% of English Learners graduated compared to 84% of All Students (California School Dashboard, 2018). Long-term English learners have a high school dropout rate that is four times higher than the average (Olsen, 2014).



Source: Adapted from California School Dashboard, 2018

*Figure 2: Graduation Rates for 2017-2018 School Year*

When looking at the percentage of English learners who have graduated, it is important to understand that due to being English learners in high school, ELs are placed in intervention classes that hinder them from taking electives. Due to the lack of electives, ELs that do graduate might be graduating with the credits needed for graduation but without taking classes that are needed for acceptance into a four-year college (Olsen, 2014).

### **Conceptual Framework**

California's schools have English learners that come to school with a wide range of cultural and linguistic backgrounds, experiences in education, immigration experiences, socioeconomic levels, and a variety of background knowledge (CDE, 2014) that many times is not seen as a resource or strength within the classroom. Despite having their language and culture seen as deficits, the majority of English learners are reclassified as English proficient within six years of attending US schools. Unfortunately, there are English learners who struggle with meeting state and district reclassification requirements after six years, and are labeled as Long-term English learners (LTELs). Long-term English learners tend to have academic difficulties in reading comprehension, the appropriate use of academic discourse, and academic writing (Olsen, 2010). To identify how educators can help support LTELs to improve in these areas, it is important to first understand the critical need to be able to meaning-making in literacy and how multiple modalities can be used to facilitate meaning-making.

In March of 2014, Dr. Laurie Olsen wrote *Meeting the Unique Needs of Long-term English Language Learners: A Guide for Educators*. Dr. Olsen stated that:

The large population of Long-term English language learners (LTELs) is the starkest evidence of a school system still too unaware, ill prepared, and inadequately focused on the needs of English language learners. It is particularly striking that this group of students

has remained unnoticed and their needs uaddressed in a time of strong accountabilty mearsures, intense scrutiny of student achievement, and major school improvement initiatives designated to meet the needs of “all students.” (p. 3)

Critically reviewing policies, practices, and strategies used in the classroom, and the knowledge that educators have about how meaning-making in literacy is developed and nurtured is a necessary step in finding transformative (Fraser, 1997) practices that are beneficial for current Long-term English learners. Undergoing such review will also be beneficial in the prevention of English learners from becoming Long-term English learners in the future. Empowering LTELs with the education they need to become active participants in our society means helping them to develop the tools needed to change their world for the better. In order to have the power to change their world, they must first understand the world around them and how to contribute to changes needed to improve unjust living conditions.

Transformative (Fraser, 1997) changes will not occur until issues in policies, practices, and strategies are not only addressed but acknowledged. Policies and practices will continue to be affirmative (Fraser, 1997) providing short term solutions that cover up the unique needs of Long-term English learners and make it seem as if educational inequities are being addressed. For now, past practices will continue to keep Long-term English learners within their designated social class (Anyon, 2011) allowing the achievement gap between, not only their English-only peers but other English learners, to continue.

Long-term English learners need explicit language development, literacy development, and a program that is able to address the gaps that have accumulated from kinder on. A few ways to meet these needs are by acknowledging the crucial role their home language has in school as well as their personal life, providing rigorous, relevant curriculum, insuring proper

English-language instruction that is integrated into all core content and not taught as a separate and isolated subject, and encouraging authentic student engagement (Olsen, 2014).

### **Social Semiotic Theory**

Social semiotics theory is used to analyze meanings in all forms, verbal and non-verbal, and across all modes of language (Hodge, 2017). Social semiotics theory came out of the need to find a way to critically analyze how language and meaning are used in social issues and problems to understand how meaning-making occurs (Hodge, 2017; Keane, 2018). Saussure (as cited in Hodge & Kress, 1988) defined social semiotic theory “the science of the life of signs in society” (p. 1). Social semiotic theory can be used to make meaning across all academic disciplines by understanding how each discipline can be considered its own culture with its own form of communication, organization, rules and, principles (Deely & Semetsky, 2017; Hodge & Kress, 1988; Keane, 2018).

In social semiotics, the message, or representation (Kalantzis et al., 2016), is the smallest form. Each message has its own goal, social context, and purpose (Oshri, Henfridsson, & Kotlarsky, 2018). The message is how information is exchanged between signs and symbols (Oshri et al., 2018). How the message is delivered, organized, who receives the message, when the message is received, and what existing knowledge is added to the message all plays a part in the meaning that is made from the message (Hodge & Kress, 1988; Kalantzis et al., 2016).

The same information can be delivered in the same manner and received differently. Depending on the cultural and social situation and existing knowledge that the receiver holds effects how information is interpreted (Hodge, 2017; Keane, 2018). When the information that is delivered is valuable to the receiver, the receiver is able to negotiate its meaning to find purpose in the information. The knowledge gained because it is valuable and at the same time

increases the receiver's value (Hodge, 2017). The information can then be used for more than the purpose of passing a test.

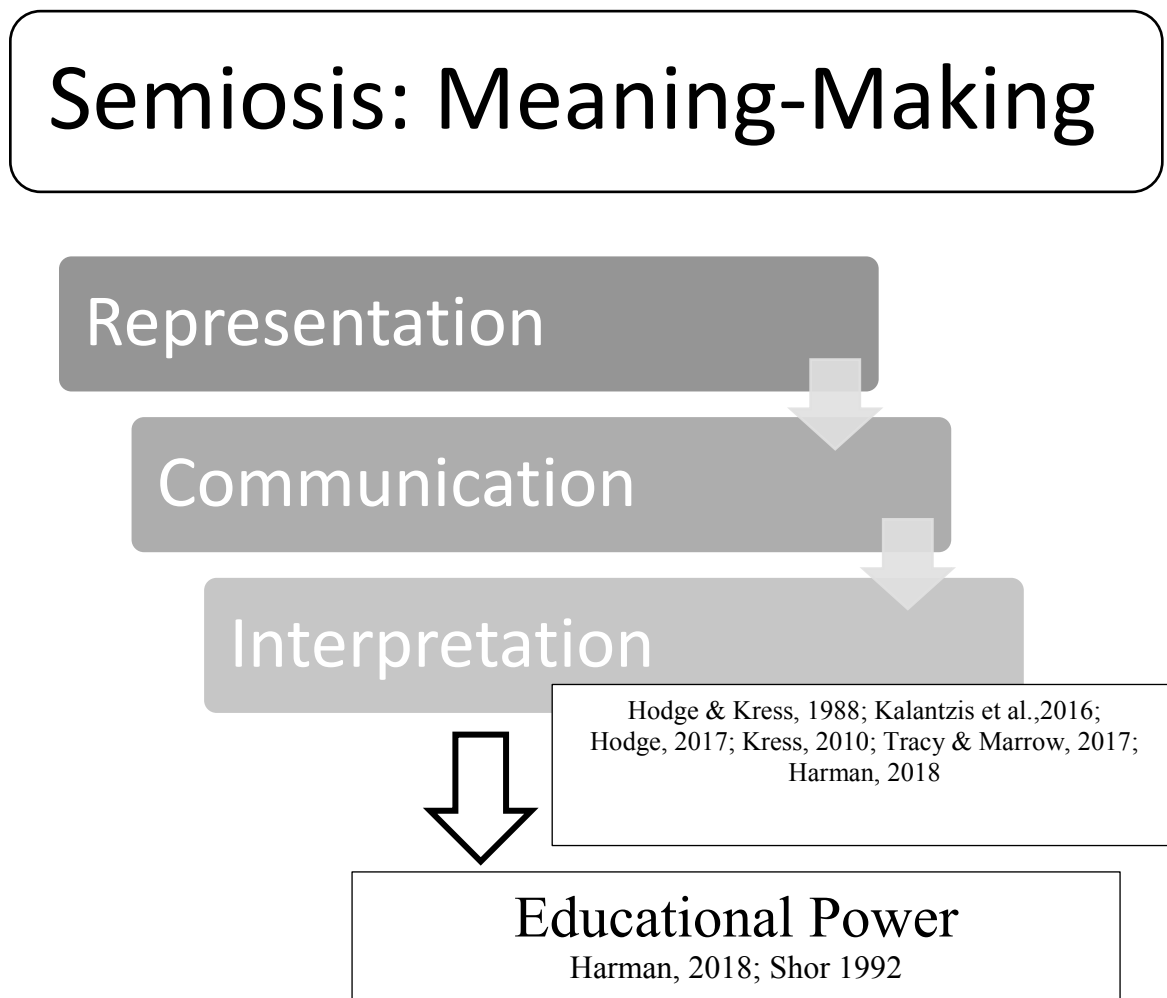
The cycle of meaning-making is never ending. Once information that was communicated is interrupted by the receiver, the cycle starts again. As knowledge is shared, knowledge is developed. Once knowledge is internalized, the learner will be able to apply knowledge to solve problems (Kalantzis et al., 2016), access complex social issues (Kress, 2010; Al-Jarf, 2018; Stjernfelt, 2011), and make connections to their lives and current social issues (Tracey & Marrow, 2017). Academic success will also follow.

For English learners and Long-term English learners, meaning-making is especially important because it provides a form of educational empowerment. Meaning-making gives English learners and Long-term English learners the tools to question the educational system that has set out to "stifle their inclination to ask why and to learn" (Shor, 1992, p. 12). Meaning-making, beyond reading to comprehend, provides the foundation for students to develop skills needed to question the "subject matter or the learning process" (Shor, 1992, p. 12). Moving away from focusing on memorizing rules or strategies to answer questions correctly by returning to the text and finding the answer, meaning-making empowers students to "make meaning and act from reflection, instead of memorizing facts and values handed to them" (Shor, 1992, p. 12).

Figure 1 visually represents the conceptual framework used to guide this study and frame the research questions. Meaning-making, or semiosis, occurs in a continuous cycle between the representation of information, how it is communicated, and how the receiver interprets, not only the information being received but how the information was communicated. Signs represent the meaning that is made during communication. They are "product(s) of [the] process of semiosis" (Hodge & Kress, 1988, p. 6) and will differ depending on the "differences between societies and



cultures” and affect how information is interpreted (Kress, 2010, p. 8). Communication is how meaning is created and exchanged between participants (Hodge & Kress, 1988, Kress, 2010, Oshri et al., 2018). It is the “smallest semiotic form that has concrete existence (Hodge & Kress, 1988, p. 5) The interpretation of information allows receivers of information to make connections to their lives and current social issues (Tracey & Marrow, 2017). The meaning-making process leads to a form of educational empowerment for English learners and Long-term English learners by providing them tools to question the educational system that has set out to “stifle their inclination to ask why and to learn” (Shor, 1992, p. 12). Educational empowerment allows English learners and Long-term English learners to engage in problem-solving conversations with the purpose of changing the current educational system they are a part of.



*Figure 1: Conceptual Framework: Semiosis/Meaning-making*

### **Research Questions**

The goal of this study was to answer the following questions:

1. How does teachers' perception of meaning-making in literacy and the goals set for students drive the delivery of literacy instruction for English learners and Long-term English learners?
2. How do teachers provide opportunities to develop strong meaning-making skills in literacy instruction for Long-term English learners?

3. To what extent does the teacher's perception of reading, delivery of instruction, and planning reflect meaning-making for English learners and Long-term English learners?
4. What recommendations can be made to educators and administrators who are responsible for professional development in regard to providing a strong literacy program intended to empower Long-term English learners in developing their meaning-making abilities?

The first question sought to answer how teachers' perspective of meaning-making in literacy and the goals they set for each lesson help to guide how they engage students and the methods teachers use during the delivery of literacy instruction for Long-term English learners. The methods teachers use to deliver instruction plays a role on a student's ability to engage in the lesson. When students are engaged in the literacy lesson, students are able to understand and gain the knowledge through true meaning-making. What tools and strategies do teachers use to help students with meaning-making? Do teachers use topics that students can relate to? If not, how do teachers make sure that their students have all the information they need in order to relate to the topic?

The second question focused on identifying how teachers provide opportunities to develop strong meaning-making skills in literacy instruction for Long-term English learners. What specific strategies or literacy methods do teachers use during a lesson to help LTELs make connections to the instruction and content being delivered?

The third question focused on the teacher's perception of reading, delivery of instruction, and planning reflect meaning-making for Long-term English learners that emerged during interviews, classroom observations, and through analyzing lesson plans that pointed to and dealt with the delivery of instruction and meaning-making. What are the perceptions that emerge and

reoccur that can help guide the implementation and delivery of professional development around meaning-making for LTELs. If a teacher is already using strategies and tools that are beneficial in the meaning-making process, then there is no need to provide professional development on a topic they are successful in. If there is an area of weakness, professional development can then be designed around a teacher's specific area of need allowing more time and attention to be placed on PD that would be most beneficial to the teacher and their students.

The fourth question focused on, after gathering data, what specific recommendations could be made to educators, administrators, and curriculum publishers that would support the development of strong literacy programs that are intended to empower Long-term English learners by providing the proper supports and components needed for LTELs' ability to make meaning through literacy.

### **Definition of Terms**

- **Alternative Program (Alt):** A language acquisition process in which English learners receive ELD instruction targeted to their English proficiency level and academic subjects are taught in the primary language as defined by the school district
- **Common Core State Standards:** Educational standards that describe what students in each grade should know and be able to do in each subject area.
- **English Learner:** Student whose first language is not English and who is in the process of learning English. An English learner is determined by the information given on the Home Language Survey that is completed during initial registration into a US school and the score they receive on an initial English proficiency test.

## Literacies: Examining Teachers' Perception of Meaning-Making

- English Language Development Standards: Standards that strengthen the language arts standards for English learners. These standards guide the development of the English language in the areas of effective expression, content knowledge, and foundational skills.
- English Language Mainstream (ELM): A classroom setting for English learners who have acquired reasonable fluency in English, as defined by the school district. In addition to ELD instruction, English learners continue to receive additional and appropriate educational services in order to recoup any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers.
- English Only: A student whose Home Language Survey indicates that English is the only language spoken in the home.
- Long-term English learners: Formal educational classification given to students who have been enrolled in American schools for more than six years, who are not progressing toward English proficiency, and who are struggling academically due to their limited English skills.
- Reclassification: The process through which students who have been identified as English learners are reclassified to fluent English proficient (RFEP) when they have demonstrated that they are able to compete effectively with English-speaking peers in mainstream classes.
- Semiosis (Meaning-making): It is the study of how meaning is created through the use of signs and symbols. It explores how words and other signs come together to help with how information is understood and interpreted.

- Semiotic resource: Actions and artifacts used to communicate. Some resources include how messages are framed, the tone of the message, the genre used to deliver the message, and the use of technology. These resources are used to help construct meaning.
- Structured English Immersion (SEI): A classroom setting where English learners who have not yet acquired reasonable fluency in English, as defined by the school district, receive instruction through an English language acquisition process in which nearly all classroom instruction is in English but with a curriculum and presentation designed for children who are learning the language.

### **Organization of Study**

This qualitative study was organized into five chapters. Chapter one included a summary of past and current federal and state policies that affect and have affected the educational outcomes of English learners with a focus on Long-term English learners, the significance of the study, conceptual framework that was used to guide the research, research questions, and recommendations. Chapter two is a literature review on Long-term English learners, professional development, literacies, and a brief overview of engagement. Chapter three is a discussion of the methodology used to conduct the study, along with the researcher's positionality, and the setting of study. Chapter four includes a review of the purpose and process of this study as well as an analysis of the findings from interviews and observations of all six teachers. The themes that emerged from the study and the summary of findings are also included in chapter four. A brief summary of this study, including the problem, research questions, methods and limitations is included in Chapter five. Chapter five ends with a review of how the study answered each of the four research questions and the disconnect between the teachers' definition of meaning-making and the definition developed through the literature review.

## **Chapter 2**

### **Literature Review**

#### **Long-term English Learners**

According to Mencken, Klein, and Chae (2012), there is very little empirical research on Long-term English learners. In 2014, Laurie Olsen conducted a study that encompassed 40 school districts and focused on how the state had failed to meet the needs of the state's Long-term English learners. Olsen's (2014) study revealed that "59% of English learners" at the secondary level are classified as Long-term English learners (p. 6).

A multi-subject elementary candidate might be required to take courses in child development, English language arts, math, science, and social studies but not in the pedagogy of teaching English learners and there is no guarantee that through these courses, educators would gain any effective, research-based methods for working with English learners (Samson & Collins, 2012).

Long-term English learners or LTELs is a label given to English learners who have been unable to meet the state's and their district's reclassification criteria to English proficient students after being enrolled in US schools for more than six year (The Glossary of Education Reform, 2015). The majority of Long-term English learners are US citizens who have lived all or most of their lives in the United States.

Reclassification occurs when English learners meet state and district-imposed criteria. The majority of English learners are able to meet their time line and be reclassified after which they continue to be monitored for an additional four years to ensure that they continue to progress academically. When English learners fail to meet reclassification criteria after six years in US schools, they are labeled as Long-term English learners (LTELs). The bulk of Long-term

English learners are US born citizens who have been enrolled in US schools since kindergarten (Freeman et al., 2016). Many of these students have been retained and some have been recommended for Special Education testing due to their lack of academic progress. The bulk of LTELs receive their education in a mainstream classroom, receiving all their instruction in English. According to a study conducted by Californians Together, the number of LTELs in California has increased 20% from the 2008/09 school year to the 2015/16 school year (WestEd, 2016). In California, three out of five English learners become LTELs (Olsen, 2014).

Long-term English learners are not meeting grade-level standards and have difficulties with reading, writing, and academic vocabulary (The Glossary of Education Reform, 2015) and for this reason, have fallen behind not only English-only students but other English learner groups as well. Many LTELs are bilingual and are proficient in everyday English but, lack mastery of academic vocabulary and have a difficult time making meaning from the literature they read. The lack of academic vocabulary and meaning-making are the two main reasons that can be attributed to the achievement gap between Long-term English learners and English-only students. Long-term English learners have not been given proper English language development support and many have been placed inappropriately in classes and/or in groups by teachers for targeted instruction (Freeman et al., 2016).

The gaps in reading performance among Long-term English learners have been associated with gaps in their vocabulary knowledge (Carlo et al., 2004). Waiting for English learners to become proficient in English before teaching content has resulted in English learners not having access to rigorous subject matter or the opportunity to develop specialized academic vocabulary (Stoddart et al., 2002) and therefore being unable to meet district requirements for reclassification that has allowed English learners to be classified as Long-term English learners.



Federal law mandated classroom instruction be modified to meet the needs of English learners. The needs of Long-term English learners differ from that of English learners. According to *AB No. 748* passed in 1997, the 1999 English Language Development standards were to be aligned with and be comparable to the English Language Arts; this was not the case. Proposition 227 officially allowed the idea of subtractive schooling (Valenzuela, 1999) along with the continued dehumanization (Freire, 2000) of English learners. Bilingual education was all but eliminated despite the distinct advantages of bilingual education, when properly implemented, was clearly successful (Gold, 1992). An example of both subtractive school and the dehumanization of ELs was seen when schools were required to end bilingual programs and teach English learners primarily in English; English learners were stripped of the value of their home language, and their cultural and social capital.

The development of language and literacy skills for Long-term English learners can be a daunting task if educators have not been well prepared with a variety of strategies that are aimed specifically for the special needs Long-term English learners face that can make it possible for Long-term English learners to engage in challenging academic activities when teachers know how to support them pedagogically (Walqui, 2006). The difference between an English learner who has been reclassified and a Long-term English learner that is an LTEL will be verbally proficient in everyday English but lacks the ability to use and manipulate academic vocabulary and oral skills.

When experienced teachers walk into their classroom they are entering and starting the school year with their personal ideologies already in place based on previous experiences. Teachers sometime see teaching ELs as challenging due to the academic deficits they come with. The teachers' frustration may stem from the fact that they focus only on linguistic needs of ELs

only and their lack of understanding how to meet their academic needs (Yoon, 2008). A teacher's ideology has a strong correlation to how they view their students, especially marginalized groups and in this case, Long-term English learners. Teacher ideologies have the potential to unconsciously influence a hidden curriculum in their classrooms that is founded on subtractive schooling blinding educators to the funds of knowledge that Long-term English learners bring and can contribute to the curriculum. This unconscious bias has a negative effect on LTELs' ability to be reclassified within the state's timeline.

### **Professional Development**

Jennifer F. Samson and Brian A. Collins (2012) addressed the growing number of English learners in the United States along with the insufficient and inconsistent information that has been given to teachers and the importance of making sure all educators are adequately prepared to work with English learners. Maxwell-Jolly and Gándara (2006) claimed that California could not realize its full potential until educators have the knowledge and skills needed to help English learners meet their own potential. In order to help teachers provide the support Long-term English learners need to help them become meaning makers, teachers need well planned professional development that focuses on the importance of the meaning-making process. Teachers need to be immersed in the meaning-making process themselves so that they can use the process in the classroom.

Professional development is the method districts use to make sure teachers have the opportunity to continue to develop and strengthen their practice throughout their educational career (Mizell, 2010). Research has shown that ongoing, job-embedded, collaborative professional development has been proven to be highly effective and the most powerful way to raise student achievement (Borko & Koellner, 2008; Garet, Porter, Desimone, Birman, & Yoon,

2001). Teachers who have received professional development that focused on increasing the skills for teaching English learners rate themselves as more capable of teaching English learners (Gándara, Maxwell-Jolly, & Driscoll, 2005). The most important consideration a district needs to weigh when organizing and planning professional development is to make sure that it will benefit both teachers and students. Teachers need support while in the classroom to help implement what was learned during their professional development as part of their daily practices (Hervey, n.d.). When professional development is ineffective, it does not help improve teachers' skills and students learning will actually suffer (Mizell, 2010). Effective professional development is planned over time, sustained, rigorous, and embedded within the context of the classroom and is evidence-based and data-driven that is directly linked to the school's and district's goals (Garet et al., 2001). What makes professional development so essential in improving student achievement? For one, it models for students that learning is important and useful (Mizell, 2010). Ongoing development creates a culture of learning and supports teachers' efforts to engage students in learning (Mizell, 2010). Professional development that does not address the challenges that teachers face is a waste of the teachers' time and the district's money.

Professional development serves three functions: to improve school performance, the quality of classroom instruction, and to support the implementation of new initiatives (Hervey, n.d.). It should be a comprehensive, ongoing, and intensive approach to improving educators' effectiveness in raising student achievement (Garet et al., 2001).

Teachers need professional development that will help them become familiar with areas that will challenge English learners and to be introduced to research-based strategies that focus on teaching English learners meaning-making and to help teachers be successful in imbedding

meaning-making skills throughout the day and across all academic disciplines seamlessly and as a necessary component to each lesson.

### **Semiosis: Meaning-making**

Driving down a dirt road on our way to my cousin's farm in Mexico, everywhere I looked I saw signs for PAN. "I remember thinking to myself, Wow! They really like bread here. I wonder if it is sweet bread or regular?" I would also ask myself where the bakery could be because there was nothing around. A few years later, on a return trip to Mexico, the same PAN signs were all over the place. This time I made the connection but not by reading the painted signs on the walls. My family was sitting around the campfire talking about the upcoming elections and the parties that were running. They spent a lot of time talking about *el PRI*. I was able to make connections to the political parties here in the United States. I found it interesting how many similarities politics in México and the United States had in common. Both countries had two major political parties as well as smaller parties that were not talked about as much in media. As I listened, I was making meaning out of the conversation that was taking place based on my schema. When the conversation shifted to *el PAN*, once again I made the connection to the political parties here in the United States. I was learning that Mexico has multiple political parties just as back home. Then, I started to laugh, and everyone just looked at me. At that moment, I understood what all those *PAN* signs were. They were not telling the driver that a bread store was coming up, they were not billboards announcing a product, they were posters publicizing a political party.

The walls painted with *PAN* did not make sense to me because I was new to the culture. It was not information that was given to me. I used my schema about roads and billboards to find connections to help me understand what I was seeing. The initial meaning, I made from the

signs along the road, led me to think that there was a bakery nearby. I kept saying to myself, “Wow! There are a lot of bakeries out here.” It was not until I was able to connect (Tracey & Marrow, 2017) my background knowledge, the fact that it was election season in México, the campaign *Ven tomate la foto* that was going on, the news that was on in the background, and the conversations I was overhearing, was I able to make meaning of what I was seeing. If I would have only relied on the written word (Hodge, 2017), I would have continued to think that bread was sold everywhere in Mexico.

Meaning-making is an essential component to any literacy program seeing that the purpose of reading is to not only make meaning for reading comprehension purpose but to empower students to become active engineers of their own learning by negotiating the arbitrary and be able to decode information that they at first did not understand (Kalantzis et al., 2016). The process of meaning-making involves representation, communication, and interpretation. When meaning-making occurs, preexisting information is used to make sense of new information. Once meaning is made, the student can use new information and build upon prior knowledge. When this happens, information is ‘redesigned’ (Kalantzis et al., 2016). When information is redesigned, it can then be used across the disciplines, outside of the classroom, and applied to real-world situations. Meaning-making is multimodal, not restricted to reading and writing, incorporating writing, visual, spatial, tactile, gestural, audio, and oral modes (Kalantzis et al., 2016).

Representation is what individuals uses to make sense of the information they are receiving (Kalantzis et al., 2016). When considering the story about my trip to Mexico, *PAN* was the sign I tried to make sense of when I was reading. The first time I saw *PAN* painted on a wall, I used the knowledge I already had to try to understand what I was reading. What I

understood was the words literal translation: bread. With that particular understanding, I started to look for bakeries and wondered why they would open bakeries in some of the areas we were driving through. At that moment of time, it was not necessary of me to make meaning of what I was seeing but the process had begun.

It was not until my return a few years later that full meaning-making around the word *PAN* happened. While I was on the receiving end of communication, as I listened to the arguments of my family, I interpreted what they were saying using my knowledge. Being back in Mexico brought back the visual image of *PAN* painted on the walls. When one of my family members mentioned *PAN*, it was as if I was transported back to the backseat of my uncle's car looking at and reading the walls and wondering where the bakery actually was because there was nothing around. When I finally realized what I had been seeing, I started laughing out loud and the conversation came to a halt. All eyes landed on me and I had to explain why I thought the very heavy political conversation that was going on was funny. It was then my turn to communicate what I was thinking and what I had learned.

Communication occurs when a message is sent about a particular representation. What an individual learned or understood about a representation can be communicated in a variety of ways. Communication can occur through a conversation, writing, visual representation, and or mixed media. How the person understands the message being delivered is how that person has interpreted or made sense of the message (Kalantzis et al., 2016). Semiosis is "the process and effects of the production and reproduction, reception and circulation of meaning in all forms, used by all kinds of agent of communication" (Hodge & Kress, 1988, p. 261).

The goal of semiosis is to transform the world through the ability to use new and existing knowledge to make changes and apply knowledge in school, across all disciplines, and in real-

world scenarios. For this to happen, schools need to understand and embrace the fact that literacy is not a single subject that focuses only on the mechanics of reading and writing alone but that literacy is a process of meaning-making that occurs through a combination of written, visual, spatial, tactile, gestural, audio, digital media and oral modes, and of representation and communication (Kalantzis et al., 2016).

The meaning-making process allows English learners and Long-term English learners “to engage with discourses, rather than passively consume previously constructed knowledge” (Harman, 2018, p. xiii). The meaning-making process is intended to provide the tools necessary to formulate assumptions, understand the functions, and the consequences of signs (Keane, 2018). The process does not give “ready-made answers and offers ideas for formulating questions and ways of searching for answers” (van Leeuwen, 2005, p. 1). The meaning-making process and semiotic resources help English learners and Long-term English learners feel confident enough to engage in conversations by providing them with tools to build their academic knowledge and skills to communicate their ideas (Al-Jarf, 2018).

Meaning-making is a cycle that includes the “study of signs and symbols” (Harman, 2018, p. xiii; see also Radford, 2018) through the representation, communication, and interpretation of information (Parmentier, 2015; Zlatev, 2015; Oshri et al., 2018). Meaning-making “is always negotiated in the semiotic process” and it cannot be assumed “that texts produce exactly the meaning and effects that their authors hope for” (Hodge & Kress, 1988, p. 12) and can be done through a wide variety of modalities such as, the use of words, drawing, pictures, images on the screen, and through other modes of digital media (Kress, 2010; West, 2018).

## **Representation**

Signs represent the meaning that is made during communication and are “product(s) of [the] process of semiosis” (Hodge & Kress, 1988, p. 6). They differ depending on the “differences between societies and cultures” (Kress, 2010, p. 8) and can be changed depending on how information is framed (Tribastone & Greco, 2018; Keane, 2018). There are three major types of signs: “icons (based on identity or likeness), index (based on contiguity or causality), and symbol (merely conventional link)” (Hodge & Kress, 1988, p. 22; Oshri et al., 2018). Signs can be seen as straight forward by the producer. They can be seen by the receiver as clear and understandable or as unclear and disconnected from the message (Hodge & Kress, 1988) giving the signs no value to the meaning-making process, instead of adding value to the message (Stjernfelt, 2011).

Value is expressed through the type of vocabulary used, images used to make connections to ideas, and the placement and use of the signs themselves (Hodge & Kress, 1988). For signs to help with the process, they need to make sense to the person receiving the information. Signs have the power to be used to provide specific information, to a specific group, and to deliberately leave groups out by catering to a particular culture (Hodge & Kress, 1988).

Writing and images have their own potential for meaning (Kress, 2010) and are connected in some way to the meaning that is made by the producer of signs (Hodge & Kress, 1988; Böck & Pachler, 2013). Signs are produced depending on the “interest of the sign-maker at the moment of making the sign that leads to the selection of criteria for representing” (Böck & Pachler, 2013, p. 19) and tied to the sign maker’s knowledge (Kress, 2010) and interests (Kalantzis et al., 2016). Any form of representation provides insight as to the receivers’



understanding of information at that particular moment in time. As time passes and knowledge increases, the form of representation evolves with the addition of personal interests and perspectives (Böck & Pachler, 2013).

Representation is a tool that is needed to “deal with the present social, economic, political, and cultural situation and the resultant conditions for semiosis” (Kress, 2010, p. 7). The making and remaking of signs occurs during active interaction with the process of semiosis (Kress, 2010). How a message is interpreted can be represented in a variety of ways. Students express their interpretation of communication through their own form of power (Kress, 2010). Students may represent their understanding through discourse, positive or negative behaviors, drawings, or lack of participation (Kress, 2010). Any type of representation should be used to evaluate the understanding of the message. In the teaching of science and math, charts and graphs are used to represent information delivered to students. The information that students add to their representation of charts and graphs, show their understanding of the science or math topics being studied (Clivio & Danesi, 2018; Oshri et al. 2018; Parodi & Julio, 2017).

### **Communication**

Communication is how meaning is created and exchanged between participants (Hodge & Kress, 1988; Kress, 2010). It is the “smallest semiotic form that has concrete existence (Hodge & Kress, 1988, p. 5) with “two dimensions: power and solidarity” (Hodge & Kress, 1988, p. 39). These two dimensions can be seen in the classroom where teachers hold both power as the keepers of knowledge and students are expected to follow rules in unity without questioning the purpose of the rules. Communication comes from a source, has a goal, and contains social context and purpose (Hodge & Kress, 1988; Kress, 2010; Parmentier, 2015).

Communication is how meaning is created and exchanged between participants (Hodge & Kress, 1988; Kress, 2010).

Communication can be divided into two types, text and discourse. Text refers to communication that projects a version of reality that is connected to a social process (Hodge & Kress, 1988; Parmentier, 2015). Change takes place as text is “reproduced and reconstructed” (Hodge & Kress, 1988, p. 6) during the communication cycle. Once text stops changing, it no longer exists. During discourse, “organization(s) engage with systems of signs in the production of text, thus reproducing or changing the sets of meaning and values which make up a culture” (Hodge & Kress, 1988, p. 6).

Communication can be framed to meet certain goals and objectives (Tribastone & Greco, 2018) that are, many times, controlled by “power and principles and agencies of control” (Kress, 2010, p. 21). It has been used politically to mold “citizens- social subjects whose identity was shaped by the goals of the state- and preparation of a labour force serving the needs of a national economy and administration” (Kress, 2010, p. 19)

### **Interpretation**

Part of the meaning-making process is the interpretation of a message. Text and signs have the same meaning-making potential making them essential components used to interpret messages (Böck & Pachler, 2013). To make sense to the person hearing the information, the information needs to have connections to existing knowledge. Meaning is created based on each individual's “own subjectivity in the context of available resources” (Böck & Pachler, 2013, p. 21). For this reason, the same messages might be understood differently by each individual based on their perspective of social and cultural context and based on how the world has been represented based on their “experiences, interests and identities” (Kalantzis et al., 2016,

p. 218). As knowledge is acquired, the more resources are available to assist in the interpretation of messages allowing for the addition of personal perspectives to create new meanings (Böck & Pachler, 2013).

Meaning is made depending on how information or ideas are represented and communicated (Kress, 2010). Social and economic factors, including environmental, cultural, and economic situations shape how communication and representation is interpreted (Harman, 2018; Kress, 2010; Radford, 2018) making the understanding of context necessary in the creation of meaning (Hodge & Kress, 1988). How a message is interpreted is based on the knowledge the receiver holds by using what they know to formulate a meaning. As knowledge increases, the interpretation of the same message changes resulting in the transformation of knowledge (Hodge & Kress, 1988).

How a message is interpreted changes depending on when the message is being heard and the history surrounding the message (Hodge & Kress, 1988; Poulsen, Kvåle, & van Leeuwen, 2018; Radford, 2018). When English learners and Long-term English learners are not given the background knowledge about the historical background, the information they receive has the potential to be misunderstood without the historical context. When the historical context is left out, the message is inaccurate (Hodge & Kress, 1988).

In order to clearly understand the information that is being presented, knowing how to ask clarifying questions and having the ability to participate in a two-way conversation is part of the process of understanding information that is new and unclear (Kalantzis et al., 2018).

### **Semiotic Resources**

Semiotic resources are the tools used to interpret information. These resources are not confined to verbal or written language or to the representation through pictures (Hodge & Kress,

1988; van Leeuwen, 2005). Concepts, language, and artefacts are semiotic resources that shape the interpretation and understanding of information (Mildenhall, 2013). Semiotic resources differ from culture to culture and from situation to situation. The use of a particular resource to understand what the author of a political article in the newspaper is stating would be different than the resource used to understand a conversation about the correct way to organize a social event. Knowing how and which semiotic resources are used in analyzing messages gives way to the study of other resources that could have been used or have been used on the same message and examining how the message was interpreted differently (van Leeuwen, 2005).

Understanding how each semiotic resource is used provides English learners and Long-term English learners with additional tools that can help them make-meaning. Semiotic resources are important tools that should be added to a students' academic tool kit because they "are both the tools that facilitate the co-construction of knowledge and the means that are internalized to aid future independent problem solving" (Palincsar, 1994 as cited in Mildenhall, 2013, p. 507).

The framing of messages is a semiotic resource. When developing a billboard for an advertisement, framing is extremely important. The creator of the billboard must decide what vocabulary to use, color choices, and images that will create a message that catches the attention of people who are passing by (Tribastone & Greco, 2018). If the information on the billboard is not framed properly, the message does not connect with potential customers (van Leeuwen, 2005). If we were to take this concept and apply it to the classroom, how a teacher frames bulletin boards and the information presented around the room, will have an effect on how information is understood by students. How information is framed during the communication or representation cycle of semiosis opens up the possibility of different interpretations (Tribastone & Greco, 2018).

Messages can be framed by the use of a specific genre to help ensure that the message is interpreted as the author hopes. Each genre has a specific purpose, it has one set of rules, characteristics, points of view, and genre specific vocabulary (Hodge & Kress, 1988; van Leeuwen, 2005; West, 2018). Genres can be used to interpret a variety of types of communication. They “are culturally and historically specific forms of communication and they realize culturally and historically specific power relations between the communicating powers” (van Leeuwen, 2005, p. 128). How messages are framed can produce different perspectives and realities depending on timing and context (Tribastone & Greco, 2018). For these reasons, understanding how to frame messages and information and to recognize how they are framed is an important semiotic resource to study.

The style used to formulate a message is important to recognize. How a message is written, spoken, or illustrated adds to the meaning and purpose of the message (Hodge & Kress, 1988; Kress, 2010; van Leeuwen, 2005). The style of a message includes tone of voice, expression, behavior, the organization of the message (Hodge & Kress, 1988), language choice, academic complexity (Harman, 2018), and gestures (Mildenhall, 2013; Zlatev, 2015).

Charts and graphs are semiotic resources that are used in subject areas such as science and math to present information (Clivio & Danesi, 2018; Parodi & Julio, 2017). Understanding how to read and use graphs as a semiotic resource because a tool that students can rely on to help them understand and learn as a “tool for creative work in a technology-rich knowledge society” (Costa, 2018, p. 206). Kiryuschenko (2012 as cited in Clivio & Danesi, 2018) stated, “Graphic language allows us to experience a meaning visually as a set of transitional states, where the meaning is accessible in its entirety at any given here and now during its transformation (p. 122)” (p. 62).

Digital technology has become part of everyone's daily routine, providing information in seconds. In the classroom, teachers use PowerPoint, YouTube, Facebook, Twitter, and many other platforms to deliver academic and social information. Social media is used to share "points of view, express emotions, [and] personal experiences" (Al-Jarf, 2018, p. 1). Digital technology is a resource that "provides us with semiotic resources that we co-orchestrate into multimodal meaning potentials" (Poulsen et al., 2018, p. 593). Through the use of social media, a wide variety of representation is sent out to recipients. With the constraints on some social media platforms, the way messages are framed is important. How messages sent via the digital platform is interpreted depend on "historically developed social, cultural and semiotic constructs imbued with social values and norms" Poulsen et al., 2018, p. 596). What is posted and shared has a strong influence on individuals. Social media has the power to "change our behavior, routines, and interactions" (Poulsen et al., 2018, p. 593).

### **Semiosis in the Classroom**

Parodi and Julio (2017) conducted a field study "on specialized genres, offering empirical data on the compression of written multisemiotic disciplinary discourse" (p. 18). The goal of the study was to "determine if it was possible to comprehend a passage from a disciplinary genre through a single predominant semiotic system" (Parodi & Julio, 2017, p. 18). The study involved 151 first-, second-, and third-year economics students at the university level in Chile. Each participant was given one of three different versions of the same passage. The original passage had a combination of text and graphs, the second version only used graphs to provide the information. and the third version provided the same through text only (Parodi & Julio, 2017). The 151 participants were divided into three groups. Each participant was tasked with reading the text and then producing a written summary of the information. The summaries were then

graded based on a rubric to determine if the format and layout of the text had any bearing on the summary scores (Parodi & Julio, 2017).

One of the hypotheses the study set out to test was if it “was possible to understand an excerpt from the MPR [The Monetary Policy Report] genre through a single predominate semiotic system” (Parodi & Julio, 2017, p. 24). The study also set out to see “which of the three text versions show[ed] the best results in discourse comprehension” (Parodi & Julio, 2017, p. 24).

The study found that “regardless of the semiotic system used (graphs, verbal or mixed)” (Parodi & Julio, 2017, p. 25), participants “were able to construct similar representations from the texts, although the information was provided in different formats” (Parodi & Julio, 2017, p. 25). Based on the scores of the summaries that were collected, the results were evidence that it is “possible to understand a text from one single predominant system” (Parodi & Julio, 2017, p. 25). Parodi and Julio (2017) referenced another study conducted by Zwaan and Radvansky in 1998 to compare their results. The results of both studies lead Parodi and Julio (2017) to state that they could “suggest that readers could use modality-independent cognitive procedures to construct situational models when, for example, reading, listening or viewing a text” (p. 25).

The results of the study demonstrated that students, who had a stronger foundation of the topic covered by the text, produced higher-scoring summaries than first-year students, regardless of the semeiotic format used to represent the information. The results showed that “students with higher level of disciplinary insertion performed better in the summary tasks” (Parodi & Julio, 2017, p. 26). Students were able to interpret information that was represented through the use of graphs only, text only, or a mixture of both media, graphic, and textual. “The findings show that

reading graphs is a skill that students acquired during instruction in specialized programs” (Parodi & Julio, 2017, p. 26).

The significance of Parodi and Julio's (2017) study is that the researchers were able to make a correlation between the participants “high previous knowledge” (Parodi & Julio, 2017, p. 25) and their ability to score well on an assessment, regardless of the format or layout the information was delivered. The fact that graphs were added or omitted as visual interpretation of the information did not affect the scores of the summary can be connected to the prior knowledge the participants had about the topic at the time of the study. The research showed that instructing students on how to use semiotic resources throughout their educational career provides a foundation of skills that students can then use in higher education.

Paula Mildenhall conducted a study titled *Using Semiotic Resources to Build Images when Teaching the Part-Whole Model of Fractions*. The results of her research were published in 2013. Her study reported “an exploration into the use of a combination of semiotic resources when teaching the part- whole model of fractions” (Mildenhall, 2013, p. 506). The participants of her study were one elementary school teacher and six students. The six students were in sixth grade and needed additional support in math. Intervention lessons took place out of the classroom and were recorded to analyze “how one teacher used a number of semiotic resources including gesture, language, and representations” (Mildenhall, 2013, p. 506). The purpose of the research was to

inform mathematics educators about the nature of a teachers' use of particular representations when teaching fractions in a naturalistic setting of the classroom, and how certain combinations of semiotic resources allowed students to create a robust image of the part-whole of fractions” (Mildenhall, 2013, p. 507).



The case study was grounded around sociocultural theory, specifically on the basis that “learning is mediated through tools such as concepts, language and artefacts, and as students master their use of tools their learning increases (Vygotsky, 1933” (Mildenhall, 2013, p. 506). The case study set out to answer two questions: “What were the different combinations of semiotic resources used by the teacher to convey mathematical images? and How did these semiotic resources affect students’ understanding of fractions?” (Mildenhall, 2013, p. 507).

The case study took place over the period of two terms. During this time, two lessons were recorded via video and later analyzed to collect data on “the combination of representations, drawings, language, and gesture” (Mildenhall, 2013, p. 508) used during the recorded lessons. Semi-structured interviews with the teacher and the six students were also conducted and analyzed along with homework and class assignments (Mildenhall, 2013).

The findings of this case study identified “gestures, pre-designed paper representations, counters, drawings created before the lesson and drawings created during the lesson, language, and symbolic notation” (Mildenhall, 2013, p. 509) were the semiotic resources that were predominantly used during the lessons observed. During one of the lessons, the teacher was observed using a game to review concepts of fractions with the small group. When students were later asked about the activity, they were able to talk about the goals of the lesson. Findings of the case study suggested that “using the game combined with language and gesture, was effective for creating one reali[z]ation (a procedure that links the abstract mathematics with the concrete task)” (Mildenhall, 2013, p. 509). It was found that students were able to create fraction models after the teacher used a variety of semiotic resources to deliver the lessons, supporting the results of a study conducted by Thomas in 2008 (as cited in Mildenhall, 2013). This study found the importance of “the complex use of a number of different semiotic resources such as

gesture and language as well as concrete materials that are used concurrently in the classroom by the teacher to scaffold children's creation of an image or realization (Sfard, 2008" (Mildenhall, 2013, p. 511).

The findings for the above-mentioned case study are significant to this current study as it shows how the use of semiotic resources have the potential to help facilitate learning with students who are struggling in academic content areas. Along with the combined results of the study by Parodi and Julio (2017) and the findings of the study by Mildenhall (2013) suggest the importance of deliberately teaching students a variety of semiotic resources. The more semiotic resources students are able to use to make meaning of information, the more successfully they will be in school and society.

### **Literacies Pedagogy**

Over the years, there has been research and debates around the best way to teach literacy in schools. In the classroom we have seen these debates come to life through changes, known as the educational pendulum (Jenkins, 2012), in the strategies that are expected to be use and seen in action. Over the years, we have seen the teaching pendulum swing back and forth when it comes to literacy instruction. This pendulum swings between teaching students to read by phonics or meaning (Nichols, 2009). Understanding where these pedagogies came from and the reasoning behind them can help teachers decide what method works best to meet lesson goals and objectives.

### **Didactic Literacy Pedagogy**

According to Kalantzis et al. (2016), didactic literacy pedagogy has become the backbone of public education. It was developed and implemented when compulsory education was introduced in the 19th century and can still be seen deeply imbedded in how literacy is taught

today. John Dewey (as cited in Shor, 1999) felt that this particular curriculum, the teaching of the three R's and job-training, originated from class inequities. He believed that the teaching of "basic skills and occupationalism were relegated to society's subordinates" (Shor, 1999, p. 10).

Dewey went on to state,

the education which is fit for the masses must be a useful or practical education in a sense which opposes useful and practical . . . The notion that the "essentials" of elementary education are the three R's, mechanically treated, is based upon ignorance of the essentials needed for realization of democratic ideals (*Democracy and Education*, 257, 192)" Shor, 1999, p.10).

Didactic teaching is authoritarian and there is very little, to no, room for creativity to flourish nor is there room for innovation. The teacher is seen as the expert, the holder of all knowledge. Lessons are presented in a very structured and planned out schedule (Liendo & Massi, 2017). Assessments used are simple and lack rigor (Johnson & Barrett, 2017). Classroom rules and procedures are structured to maximize instructional time spent on the learning of content and to emphasize the underlining fact that the teacher has all the power (Johnson & Barrett, 2017). Students are expected to raise their hands to participate and for permission to do anything. While the teacher is speaking, all eyes and ears must be fixed on the teacher (Smith, Lee, & Newmann, 2001). Didactic literacy "obscures learning as act of interpretation and transformation" (Böck & Pachler, 2013, p. 121). It views learning as a behavior to be learned and mastered. The "correct" way is reinforced while the "incorrect" way is corrected until the "correct" way is mastered (Böck & Pachler, 2013).

The focus of didactic literacy is on the "students' knowledge of content, which usually involves teaching through lectures, drill[s], practice, and worksheets" (Smith et al., 2001, p. 11).

The learning of rules is a key component to didactic literacy. Grammar rules, spelling rules, reading rules, writing rules, speaking rules. The rules are learned by memorizing, reciting, and practicing the rules correctly (Smith et al., 2001). It is taught that there is only one proper way of writing formally. Reading comprehension focuses on the one right answer and is focused around what the author intended to communicate and not on the meaning made by the reader (Kalantzis et al., 2016). Comprehension questions are developed to be answered in short, many times, yes or no answers because answers are “not subject to debate” (Smith et al., 2001, p. 11).

Concepts are taught through direct teaching and in isolation. Rules and concepts are mastered through drills, memorization, and the copying of rules and word definitions (Böck & Pachler, 2013). Reading is taught using synthetic phonics. Students are taught letters and sounds first. Then they learn to blend letters to form words. Students start to read by relying on spelling patterns first; then they move to forming sentences. Teachers rely heavily on textbooks and worksheets with little to no opportunity to work in groups collaboratively (Kalantzis et al., 2016). Time in the classroom is spent paying attention to the teacher, answering questions to rules they have been instructed to memorize, and completing worksheets to practice rules (Smith et al., 2001). Students who receive academic instruction through didactic teaching receive lower grades than those who receive instruction through authentic literacy pedagogy (Johnson & Barrett, 2017).

### **Authentic Literacy Pedagogy**

Authentic literacy came about in response to didactic pedagogy. Authentic literacy views reading as a natural process that starts when a child learns how to talk. The focus of reading and writing is important, not the rules and never in isolation. The authentic literacy approach is considered to be learner-centered meaning, that the learner is the most important element of

teaching (Kalantzis et al., 2016; Harvard University, 2019; Luke, 2018). The role of the teacher is to help support and guide students to acquire knowledge (Smith et al., 2001).

Reading is taught with illustrations, word repetition, and repeated sentence patterns. Words that are used frequently are memorized to build students' word recognition. Phonics instruction is always delivered as part of a whole picture, not as isolated lessons that are not connected to reading (Kalantzis et al., 2016; Shor, 1999). Reading comprehension is taught in a way that help students to come up with their own questions. This is done by “create[ing] situations in which students encounter knowledge in ways that provoke them to ask questions, develop strategies for solving problems, and communicate with one another” (Smith et al., 2001, p. 12).

John Dewey (as cited in Kalantzis et al., 2016) developed authentic literacy with a focus on “practical activities and experiences, instead of bookish learning” (p. 128). Dewey believed that students should be gaining knowledge that they could use and that academic activities should be hands on and interactive (Kalantzis et al., 2016; Smith et al., 2001; Harvard University, 2019). The goal of authentic literacy is “the construction of a reflective democratic citizen” (Shor, 1999, p. 10).

Students should be able to take the knowledge they gain and manipulate the information to solve problems. What Dewey envisioned is aligned with the California State standards for language arts, math, social science and the sciences (Kalantzis et al., 2016). Engaging students in discussions around the language choices, the author decided to use text and have them replace the authors' words with other words; this allows students to see how language choice changes depending on the context and the purpose of the text (Harman, 2018). More time is spent working with individual students or in small groups (Smith et al., 2001).

Dewey saw didactic literacy as being developed around three major flaws (Kalantzis et al., 2016). The first flaw was the fact that didactic teaching never took the student into consideration. There were no connections to be made making learning formal and symbolic. The second flaw was a lack of motivation. With no connections made, students were not motivated to interact with information. The third flaw was that didactic learning for expected knowledge to be gained through memorization rather than reasoning (Kalantzis et al., 2016). Dewey claimed that didactic literacy was “a curriculum that cultivated the colorless, negative virtues of obedience and submission” (Kalantzis et al., 2016, p 131).

### **Functional Literacy Pedagogy**

Functional literacy focuses on the need to make literacy functional in both school and the world and is based on Halliday's (1975 as cited in Kalantzis et al., 2016) systemic functional linguistics. Functional literacy focuses on teaching the elements of literature and why those elements are used and for what purpose (Liendo & Massi, 2017). Lessons under functional literacy work around answering questions about text, text elements, and meaning of those text. The objective of reading and writing is focused on meaning-making and understanding what language type is used depending on the desired function of the text. Functional literacy teaches genres of reading and writing by explicitly teaching the structures and language that is used for each genre. Students learn genre elements by working side-by-side with the teacher as they gain knowledge of the language systems and functions of each genre using the I do, we do, you do model as a scaffold (Kalantzis et al., 2016). Teachers might have students analyze a variety of text about different context and study the language choices used based on the purpose of each text (Harman, 2018).

Genres are social processes that are patterned around specific cultures conceived within those cultures' societies. Understanding the elements and language of the genres in play provide the user with the power to enter the communities in which they are found (Liendo & Massi, 2017). In order to use and manipulate the language and elements of each of the different genres, students need to be explicitly taught the elements and how and why they are used (Harvard University, 2019). Meaning-making, as a social process, is at the center of functional literacy by practicing elements with other students who will help challenge their zone of proximal development (Kalantzis et al., 2016). One of the functions of functional literacy is to “enable the children to use their strong sense voice using academic language” (Schleppegrell & Moore, 2018, p. 26).

Functional literacy provides English learners and Long-term English learners with access to “disciplinary discourses. . . that prepares learners to see themselves as capable of producing new knowledge and not just learning what other present for them to take up” (Schleppegrell & Moore, 2018, p. 24-25)

### **Critical Literacies Pedagogy**

Critical literacies views students as meaning-makers, active participants and citizens, and is reflective and reflexive (Shor, 1999). Critical literacy takes into consideration the many voices that students bring into the classroom. It emphasizes the “connection between literacy and power (Lankshear & McLaren, 1993a)” (Fajardo, 2015, p. 30; Papadopoulos & Griva, 2017). The goal of critical literacy is to provide students with the knowledge they need to take action into their own hands (Papadopoulos & Griva, 2017; Abednia & Crookes, 2018) and to provide a tool for “social transformation” (Fajardo, 2015, p. 31). It challenges the mainstream perception of who should hold power to find ways to promote “self and social development” (Shor, 1999,

p. 2). Critical literacy is student centered. Students become teachers to each other. Teachers are willing to learn from students, widening their own social and cultural understanding (Luke & Dooley, 2009).

Critical literacy can be traced back to Paolo Freire's belief that learning how to read provides the knowledge needed to solve problems that marginalized groups face (Abednia & Crookes, 2019) by engaging them "in critical reflection on the oppressive realities around them, how they could free themselves from this oppression and transform their worlds" (Fajardo, 2015, p. 30). Critical literacy revolves around culturally significant text (Luke, 2018) providing a platform to introduce and use academic vocabulary that would otherwise be difficult to comprehend or use outside of the context of a reading lesson by using "vocabulary after they had been led to a critical consciousness of their situation" (Fajardo, 2015, p. 30).

Text in a variety of modalities should be used to discuss, "analyze, represent, and alter inequitable knowledge structures and social relations of school and society" (Luke & Dooley, 2009, p. 1). Real-world issues and how changes could be made should be part of every conversation (Luke, 2018). In order to have the knowledge to make changes in the world, students need to be taught how to critically think about issues that are relevant to them and their communities. Students practice how to examine and then challenge real-world issues as they look at issues critically, becoming critical thinkers (Kalantzis et al., 2016; Papadopoulos & Griva, 2017).

Critical literacy does not focus on the learning of rules and mechanics of reading and writing; instead, learning focuses around developing students who are able to ask questions about social topics, think critically about real-world problems, and have the ability to confront social issues such as oppression (Fajardo, 2015; Abednia & Crookes, 2018). Students are taught how



to analyze the political motivation behind text (Fajardo, 2015) allowing them to voice their own opinions and to support those opinions with facts, proper language systems, and functions.

Critical literacy incorporates active listening skills that allow students to listen to the opinion of others and value multiple perspectives. Text are not limited to the point of view of the author but are open to multiple meanings that evolve, are “contradictory, and influenced by other texts” (Fajardo, 2015, p. 31) providing students the opportunity to voice opinions and concerns that arise from text (Papadopoulos & Griva, 2017).

Critical literacy places all languages on the same field; no one language is superior to another. Critical literacy has a foundation of “moral economy” of learning (Kalantzis et al., 2016, p. 198). The moral economy of learning takes the role of teaching away from the hands of the teacher and gives the role of teacher to the students. Students become the main provider of knowledge by working with peers to construct knowledge as agents of their own learning. The teacher still holds an important role in the classroom; it is up to the teacher to be a facilitator to this construction of knowledge who helps students to see the importance of engagement in texts, questioning, and to inspire students to become agents of change (Kalantzis et al., 2016) and to confront the “rule of text: the perception that a text is authoritative and final” (Fajardo, 2015, p. 32).

### **Student Engagement**

Student engagement goes beyond what can be observed walking into a classroom. Skinner and Pitzer (2012) defined engagement as “the active verb between the curriculum and actual learning” (p. 23). Reeve (2012) defined engagement as the extent of a student’s active involvement in a learning activity. Student engagement is multidimensional (Christensen,

Reschly, & Wylie, 2012) including engagement that is observable; engagement that can be seen; academic and behavioral activities; and internal, cognitive, and affective aspects.

### **Observable**

Academic engagement focuses on the academic aspect of what occurs in the classroom. The following questions can be asked to describe academic engagement: How engaged are students throughout the day? Are students participating in classroom conversations? Are they asking and answering questions? How much effort are students putting into their assignments (Mahatmya, Lehman, Matjasko, & Farb, 2012, p. 51, 54-56). Examples of academic engagement are increased reading scores and math scores. Academic engagement can help teachers determine the effectiveness of direct instruction and to determine if a concept needs to be retaught or if the students understood and are ready to move forward (Skinner & Pitzer, 2012).

Behavioral engagement focuses on behaviors exhibited, both positive and negative. Examples of behavioral engagement include attendance and disruptive behaviors (Mahatmya et al., 2012). The building of relationships with teachers and classmates. Behavioral engagement is important due to the fact that a student's risk for poor performance can be linked to poor behavior (Mahatmya et al., 2012). Positive behaviors include a decrease in school suspensions and lowered referrals. Just like negative behavior can be a predictor of poor academic performance, positive behavior can indicate academic success (Mahatmya et al., 2012).

### **Internal**

Cognitive engagement focuses the student's perception (Reschly & Christenson, 2012); how they feel and think about school activities, other students, as well as looking at a student's intrinsic motivation, self-efficacy, and a positive self-perception (Mahatmya et al., 2012). Strong

cognitive engagement goes hand-in-hand with a student's ability to see the value of learning and helps them to set their own personal learning goals (Reschly & Christenson, 2012).

Affective engagement is "a level of emotional response characterized by feelings of involvement in school as worth pursuing" (Finn & Zimmer, 2012, p. 103). Affective engagement establishes incentives for students to engage in school activities and to work harder to overcome challenging school activities (Finn & Zimmer, 2012). This particular form of engagement is not easily seen or spotted during observations. The best way to determine if affective engagement is occurring is interviewing students or providing surveys that ask specific questions about how a student values schools and their sense of belonging (Finn & Zimmer, 2012).

Agentic engagement is measured by a student's ability to enrich their own learning experience (Reeve, 2012). Students have the ability to enrich their own learning by being active learners. Instead of sitting quietly and soaking in information, they actively learn by asking higher-level questions and by provided input in what lessons they would like to learn (Reeve, 2012).

### **Chapter 3**

#### **Methodology**

Despite the plethora of work that has been dedicated to shining a light on the educational injustices that have led to the academic achievement gap among marginalized groups and their White counterparts, barriers still exist due to language (Olsen, 2014). The language barrier has been the root cause of the achievement gap that currently exists between English learners and their English-only peers. It is imperative that how and why content is taught be based on knowledge of meaning-making in literacy entails.

To find out where to start, teachers need to be given the opportunity to discuss their interpretation of meaning-making. Understanding a teacher's funds of knowledge and taking what they already know into consideration about how second language learners acquire literacy and then build from teachers' prior knowledge. For this to be beneficial, teacher voices must be heard and those who are in charge of teacher preparation programs, professional development, and continued education for educators need to help teachers make meaning of their own understanding of how to help students make meaning in literacy development concrete, understandable, and practical in the classroom. A shift from teaching literacy for the purpose of passing a test to developing the students' skills in analyzing text to allow them to "challenge underling ideologies of the language majority" is required (Harman, 2018, p. 1).

#### **Research Design**

This qualitative study applied the narrative inquiry approach. Using a qualitative research design allows the researcher to provide an opportunity to participant to have their voices heard in order to "understand the meaning people have constructed" (Merriam & Tisdell, 2016, p. 15). Qualitative research provides researchers the opportunity to understand how educators

“interpret their worlds, and what meaning they attribute to their experiences” (Merriam & Tisdell, 2016, p. 15). Qualitative research allows for “research that is focused on discovery, insight, and understanding from the perspective of those being studied offers the greatest promise of making a difference in people’s lives” (Merriam & Tisdell, 2016, p. 1).

To gain insight and understanding from participating teachers, a semi-structured interview was conducted with each participant, along with a 20-minute classroom observation of a literacy lesson, and the collection of an example of the teachers’ lesson plans. The interviews lasted between 15 to 20 minutes each. Six teachers were interviewed and observed. The teachers who were chosen taught English learners or Long-term English learners. One teacher from each grade-level, except for 4th grade, participated in the study. All teachers who participated in the study were responsible for delivering integrated and designated English Language Development to help students achieve English language proficiency. Kindergarten through third grade teachers were included in the study because of the understanding that the path to becoming a LTEL begins as soon as ELs begin school, they do not appear overnight in fifth or sixth grade (Olsen, 2014).

### **Narrative Inquiry**

Narrative inquiry was used with the purpose of providing educators the opportunity to express their understanding of how their definition of meaning-making in literacy, desired student outcomes, and goals shaped how they deliver instruction by providing them with the platform to share their daily routines and interactions with literacy (Merriam & Tisdell, 2016). To provide educators with the tools needed to help students attain academic success, it is important to hear from educators themselves. Narrative inquiry provides educators with an outlet in which they have the opportunity to tell their story and researchers the opportunity to

share the stories teachers tell (Clandinin & Connelly, 2000). One key aspect that narrative inquiry allows a researcher to examine is the experience of the stories told. Experience, as defined by John Dewey, allows for a “better understanding of educational life” (Clandinin & Connelly, 2000, p. 2). Dewey defined experience as “both personal and social” and he noted that “experience helps us think through such matters as an individual child’s learning while also understanding that learning takes place with other children, with a teacher, in a classroom, in a community, and so on” (Clandinin & Connelly, 2000, p. 2). Better understanding how teachers view what occurs in their classrooms and the literacy elements that teachers see as critical, opens the opportunity to provide the professional development needed to support teachers in the classrooms.

This study used narrative inquiry to explore how meaning-making in literacy was developed based on the teachers’ understanding of meaning-making and how the goals and outcomes teachers have for their students influenced how teachers teach meaning-making in literacy. As well as how the teachers’ understanding of meaning-making and how it is developed affect Long-term English learners’ meaning-making abilities. Individual, semi-structured interviews were conducted, observations, and lesson plan analysis were used to develop a better understanding of the stories told by educators. The extent that a teacher’s perception of reading, delivery of instruction, and planning reflect meaning-making for Long-term English learners from each participant helped to illustrate the participants’ stories.

### **Positionality**

The primary investigator (PI) worked at the site the study was conducted for 14 years. During this time, the primary investigator did not hold a supervisor position. Teachers interviewed were professional peers. During the 14 years the primary investigator was a teacher

at the site the study took place, the PI taught an alternative bilingual classroom where all students on the roster were English learners, Long-term English learners, or both.

### **Population and Sample**

The participant population in this study was selected using a purposive sample. Participants were chosen to ensure that data gathered would be beneficial and provide the information needed to answer the questions this study looked to answer. Selection of participants was “not random or left to chance” (Polkinghorne, 2005, p. 140). Teachers who are currently teaching in a K-6th grade classroom with English learners, Long-term English learners, or both were chosen because their experience with teaching meaning-making in literacy to this student group qualified them to fulfill the purpose of this study.

### **Gatekeeper**

There were two gatekeepers for this study. The first gatekeeper was the district. In order to receive permission to conduct the study, the district needed to grant permission. The second gatekeeper was the site's administrator. The site's administrator granted permission for teacher interviews and classroom observations. The gatekeeper was given the criterion for the study in order to identify the teachers who met the criterion to participate in study.

### **Protection of Participants**

The identification of teachers who participated was protected by using pseudo names. There are no identifiers on the documentation and the pseudo names given to teachers will not be stored with the data. All data collected will be destroyed after the completion of the dissertation and all subsequent related articles are completed or after five years, whichever is greater. All data will be destroyed using the guidelines established by university institutional policies and current state laws.

### **Setting**

Classroom observations took place on an elementary school campus that houses pre-school through sixth grade. Classrooms that were observed were those of the teachers who were interviewed. Participants were given the option to be interviewed in their classroom, at a Starbucks in the area, or a place of the participants' choosing that would have allowed for an environment conducive of an interview and during non-contractual hours. All six teachers who were interviewed and observed elected to be interviewed in their own classrooms during non-contractual time.

### **Data Collection and Analysis**

Data was compiled through the 20-minute interviews, 20-minute classroom observations, and the collection of lesson plans of the teachers' choosing. Data analysis was completed using information from interviews, observation notes, and lesson plans. Interviews were recorded using a recorder and transcribed by the primary investigator. The primary investigator organized and categorized data into themes. This process occurred shortly after interviews and observations were conducted to obtain the experiences created during the interviews and observations (Creswell & Poth, 2018). Coding was done by using descriptive notations that captured the experiences the participants created. The process of descriptive notation is when a single word or short phrase, words directly from participant, are used as descriptive codes (Creswell & Poth, 2018). Hand coding was used to make sure that the researcher was familiar with the perspectives and unique voices of the participants. These codes were used to determine themes that emerged that corresponded with the research questions.

After themes emerged, the researcher conducted a peer check with Dr. Lalas (the dissertation chair) who is highly experienced in qualitative research methods. A peer check was



done to allow for discussions around the themes that emerged through interviews, classroom observations, and lesson plans to help bring validity to the process and help reduce researcher bias (Creswell & Poth, 2018). Once this process was completed, this information was shared with the participants during a follow-up meeting to complete a member check to guarantee that the information being translated in the study was what the participant agreed with.

## **Chapter 4**

### **Purpose**

The purpose of this study was to answer four questions through the use of narrative inquiry. Six elementary school teachers with English learners, Long-term English learners, or both were interviewed, observed, and a set of their lesson plans were collected. The goal was to gather data that informs how their understanding of meaning-making in literacy was taught to this student group, guided by social semiotic theory. In order to guide the development and implementation of sustainable systems that support meaning-making in literacy among LTELs, teachers' voices need to be heard and used as the primary source of guidance. To allow for an in-depth investigation of the meaning given to the experiences of the small participant population, narrative inquiry was used. Through storytelling and shedding light on teachers' methodologies that are currently used in the classroom to support meaning-making in literacy, the data that was gathered gave a snapshot of how teachers' perspective of meaning-making at one school guided their meaning-making in literacy instruction. The definition of meaning-making, as defined by the combination of literature is the ability to use information that is given and becoming makers and re-makers of information. Being active designers of meaning and developing new knowledge and strategies for unfamiliar concepts through understanding communication in terms of a common set of fundamental rules or principles. Identifying patterns, negotiating the unpredictable, and to interpret designs of meaning that may not make sense at the beginning. Having the capacity to transform meaning by utilizing the complex relationship between language, meaning, and reality in social context. Knowing that "meaning is always negotiated . . . never simply imposed" (Hodge & Kress, 1988, p. 12). Understanding that meaning changes depending on cultural and situational basis and the sense of purpose and value,

metaphysically or spiritual, it gives the person receiving the information. Accesses complex academic and cultural literacies and having the ability to shift perspectives according to context and its social purpose by realizing that points of view change the meaning and when one is able to take other's perspectives into consideration. Becoming a critical reader of not only written text but spoken ideas as well. Ultimately, having the power and tools necessary to challenge underlying ideologies of the language majority discourse; having a sense of purpose and value.

In order to provide students with “a challenging education of high quality that empowers them as thinkers, communicators and citizens” (Shor, 1992, p. 10) through the process of meaning-making, it is critical to teach students how to recognize, analyze, and use a variety of semiotic resources. Semiotic resources can then be used as tools to help students create meaning about society (Harman, 2018) and build the knowledge that can then be used “as a tool for the solving of problems” (Kress, 2010, p. 25). Semiotic resources are constantly being updated as students gain knowledge and understanding. They are not stagnate, they evolve over time and accommodate themselves depending on the situation and culture being analyzed (Kress, 2010). Some of the semiotic resources that English learners and Long-term English learners need to maneuver their way through the process of meaning-making are charted in Table 1.

Understanding how forms of communication work, their intention, and how to become proficient users of each form of communication (Hodge & Kress, 1988) is necessary. One example of forms is the understanding of “genres of text” (Hodge & Kress, 1988, p. 7). Each genre has a specific purpose, its own set of rules, and specific vocabulary that is used to achieve its goals (Hodge & Kress, 1988). Understanding that genre “shifts according to context and social purpose” (Harman, 2018, p. xv) allowing English learners and Long-term English learners to analyze those shifts, context, and purpose, enabling them to choose the appropriate genre to

deliver their message. Studying the specialized vocabulary and organizational components of each genre gives English learners and Long-term English learners the ability to “choose from a set of linguistic options to convey appropriate meaning” (Harman, 2018, p. 4), allowing them to access subject matters and participate in conversations with a higher level of academic complexity (Harman, 2018). Giving access to semiotic resources help English learners and Long-term English learners “build argumentation that they could adapt for other formal disciplinary context and to fight against oppression” (Harman, 2018, p. 14).

Table 1

*Working Definition of Semiosis*

<b>Author</b>	<b>Semiotic Resources</b>		
Hodge & Kress, 1988	tone of voice form	expression signs	behavior organization
Kalantzis, Cope, Chan & Daley-Trim, 2016	strategies problem-solving	engagement conversations	multiple perspectives cultural and situational bias
Hodge, 2017	sense of purpose value	multiple modalities	social context
Kress, 2010	appearance	social occasion	cultural
Tracey & Marrow, 2017	connections made	relatability	construction of knowledge
Harman, 2018	academic complexity language choice	cultural literacy multiple perspective	tools provided participation

Knowing how to analyze and recreate signs based on their knowledge provides a platform to build onto their existing knowledge, allowing them to recreate information. Understand how expressions and appearance (Kress, 2017) can negatively or positively add information to a message affects how it is interpreted. The behavior of the person presenting information, as well as the person receiving information, plays a role in how the information is interpreted. Analyzing how a message is organized (Hodge & Kress, 1988) and the social occasion surrounding the message (Kress, 2010) helps to understand the intention of the message. Knowing how messages are organized provides examples of how English learners and Long-term English learners can organize their own message depending on the intention of their message.

Analyzing and using multiple modalities to decode messages and using the appropriate modality (Hodge, 2017) when participating in the process of meaning-making provides students with resources they can use to decode new information. When English learners and Long-term English learners are able to participate in conversations about social and cultural issues, it allows them to make connections and relate (Tracey & Marrow, 2017) to their own situations. Making connections to information allows them to see social issues through multiple perspectives (Harman, 2018; Kalantzis et al., 2016; Kress, 2010) and construct new knowledge (Tracy & Marrow, 2017) through the use of cultural literacy (Harman, 2018). Providing English learners and Long-term English learners with the semiotic resources to understand cultural and situational biases provides opportunities for them to engage in meaningful conversations (Harman, 2018). Opportunities to talk about issues that concern their community and work on ways to solve problems (Kalantzis et al., 2016) gives English learners and Long-term English learners a sense

of purpose and value that allows them to participate in the understanding of social context (Hodge, 2017).

Knowing how to analyze and use a variety of semiotic resources gives English learners and Long-term English learners the power to break the constraints the system has imposed on “the behavior and beliefs of the non-dominant in so far as they have been effectively imposed and have been effectively resisted” (Hodge & Kress, 1988, p. 7) by providing them with the tools needed to “effectively resist” the system, converting meaning-making to a process that is no longer “private” (Hodge & Kress, 1988, p. 8).

### **Process**

Prior to the collection of data, teachers were picked to be interviewed and observed based on a set of particular requirements. The participants that were selected were teachers who taught English learners, Long-term English learners, or both. The last requirement was that the teachers selected had to have more than five years of teaching experience. The reason behind this last requirement was to be able to see how experienced teachers taught English learners, Long-term English learners, or both. Once I had a list of teachers who met these criteria, each teacher was individually approached about participating in the study. A consent to participate letter was given to each participant and the purpose of the study was explained to them.

During the observation, an observation matrix was used to gather data directly from watching the teachers' instruction during a literacy lesson. The observation was conducted to put a picture to what teachers said during their interviews (Polkinghorne, 2005). The observation matrix was adapted to meet the needs of this study; the matrix was used during a research study on a dual-immersion school that focused on student engagement in January of 2018. Dr. Lalas developed the original observation matrix in 2011.

## Literacies: Examining Teachers' Perception of Meaning-Making

Observation notes were hand coded. Data points were categorized into the type of literacy pedagogy the activity or statement best fit. After the original coding, data points were then coded into themes that emerged from coding of interviews.

The interview allowed the researcher to focus on the experiences of teachers in the K-12 setting. A semi-formal interview was used. The questions that were asked were open-ended, allowing the participant and researcher to focus on the experience of the participant allowing the participant to tell their own story (Seidman, 2013). Interviews took place during non-contractual times. All six interviews were conducted in the teacher's classroom. All interviews were audio recorded using an iPad.

Once interviews were conducted, the audio recording was used to transcribe the interviews. Once transcribed, interviews were reviewed, and statements were initially coded and classified into four types of literacy methodology their statements reflected. After the first round of coding, a second round of coding was conducted. The second round of coding was conducted based on the teachers' definition of meaning-making. A third round of coding was conducted based on the goals teachers set for English learners and Long-term English learners. A peer review was conducted to review and look through how the interview and observation data was organized and classified to help bring validity to the process and help reduce researcher bias (Creswell & Poth, 2018).

Lesson plans were gathered from all six teachers. Lesson plans were analyzed for any relevant information that might contribute to findings.

### **Findings**

The findings for each of the six teachers are presented in two sections: the teachers' perception of meaning-making in literacy instruction and the teachers' infusion of meaning-

making in literacy instruction. To be able to answer the third question as to what extent does the teacher's perception of reading, delivery of instruction, and planning reflect meaning-making for Long-term English learners, teachers' response to questions and the literacy methodologies used during observations were charted and analyzed based on didactic, authentic, functional, or critical literacy pedagogies.

### **Analysis of the Data Gathered from Interview and Observation**

#### **Ms. Charlotte's Profile: Kinder Teacher**

Ms. Charlotte is a kinder teacher with 23 years of experience. The students in her class are enrolled in a 90/10 Transitional Bilingual Education Program, meaning that 90% of the day is taught in Spanish and 10% is taught in English. In Ms. Charlotte's class, core subjects are taught in Spanish and English Language Development lessons which are developed daily. All the students in her class are Spanish speakers and are classified as English learners. The goal of the transitional program is to reclassify students as English proficient by the end of fourth grade as the students continue to maintain their first language, producing biliterate students. The students' English language development is monitored at least three times a year by the teacher using the district's EL portfolio. This year, all but three of Ms. Charlotte's students took the Initial ELPAC within the first 30 days of starting the school year and the whole class took the Summative ELPAC test during the second week of April. The three students who did not take the Initial ELPAC test, had taken the initial test the previous school year. Two of the students were retained and one student was in a transitional kinder class. The Initial ELPAC is only taken once to determine initial English language proficiency.

Ms. Charlotte was asked to give her definition of meaning-making. After thinking for a few seconds, she responded,



Meaning-making is making it real for the students. Something that they can use in their practical life, as well as something that they can want to seek on their own. By bringing in posters and singing songs, chants, doing projects, those kinds of things enhance their literacy by them wanting to learn more. And being able to engage them into something more, and wanting to, I guess, jumpstarting on their wanting to learn. Their desire to learn, their excitement and enjoyment of learning.

Her definition was evident during the interview and observation.

### **Perception of Meaning-making in Literacy Instruction**

**Interview.** Ms. Charlotte's understanding of meaning-making is to ensure that the lessons and topics she teaches are "something that they can use in their practical life, as well as something that they can want to seek on their own." Making lessons practical is a characteristic of functional literacy as well as believing in the importance of teaching her students strategies as routines in the hopes that her students would use "an application to something they've seen on a regular basis, and then applying it independently." She does this by bringing in real-world text when talking about "habitats and where animals live and what they eat" and incorporating language structures and functions when she has students "share as an oral presentation to their friends or their classmates."

Ms. Charlotte brings in a lot of authentic literacy instruction into the classroom in order to help her students make meaning. She focuses on making sure that she incorporates topics that interest students in order to keep them motivated and engaged in the lessons (Parsons & Ward, 2011). Ms. Charlotte allows students to help her pick what the class will learn making lessons personal and the reading and writing meaningful experiences. Ms. Charlotte stated that it was important to keep kinder students engaged and she has found that bringing in what students

already know and building off of their background knowledge help to keep them engaged and motivated; Ms. Charlotte went on to say, “For example, pets, books that they might be familiar with, stories that they’ve heard before, and then build from there. So, starting from the beginning and building a foundation, and then getting deeper.”

At the end of the school year her goal is to, “have them [her students] have a good understanding of a number of different things that has built upon each other throughout the year.” She sets out to accomplish this goal by utilizing a strong combination of functional and authentic literacy methods. Not only does Ms. Charlotte allow her student to help guide their learning by “have them tell [her], or find out from them things that they’re interested in, and then make that as part of the curriculum that [she] use[s] throughout the school year,” she uses her students interest to bring “that discussion into the classroom” because it made her “think that they were thinking beyond just being in the classroom, but taking it outside and in their home life, in their everyday.” Ms. Charlotte went on to say,

So, that made me think that what we’re discussing in the classroom, it is not isolated here, in just the classroom discussions, but goes beyond at home and in other places that they may visit. For example, I had a student that was not really wanting to engage when it came to fairy tales and such. When I found out that he loved dinosaurs, we ended up talking about dinosaurs and different types of them, what they eat, and he became my little experts. And was able to share with the classroom things that he just knew, and things that he was able to share with the classroom. And gave him that spotlight to become an expert and engage him.

Ms. Charlotte did not rely on authentic and functional literacies alone. Her classroom’s morning routine was based on didactive practices.

I think with students, at this level in kindergarten, a lot of it is making or creating patterns. Creating those things that they need, repetitive, engaging activities. Things that they automatically may know, once they do this, they then do the other. (Ms. Charlotte)

The one comment that stood out was the fact that Ms. Charlotte stated that her students needed to have routines in place to practice automaticity because there were certain things her students needed to memorize before “they can do the other.” Her morning routine consisted of both didactic and authentic literacy practices. She stated, “At the beginning of the day our opening routines are reviewing rules. The alphabet, calendar, counting to 100. Let’s see, reading our sight words. Previewing sentence stems about poems, chants, things like that.”

**Observation.** During the observation, all four literacies were seen at some degree. The observation took place first thing in the morning. Ms. Charlotte was in the middle of her morning routine. Didactic strategies were observed as students repeated grammar rules from the past few lessons. Ms. Charlotte would read the rule and the students would repeat after her. They moved on to saying their numbers as a student leader pointed to the numbers on a 100s chart posted on the side of the whiteboard. The class then proceeded to call out the name of the alphabet and clapping as they made the sound each letter made. During the reading of poems, Ms. Charlotte had the class point out two syllable words. When a student found a two-syllable word, the whole class would clap out the syllables and then move on.

Authentic and functional literacy was observed when watching the students’ reaction to the presentation of pumpkin seeds. As soon as the students saw what Ms. Charlotte had in the container, they began to talk about the field trip and the day they brought the pumpkin to class and cut it up. Ms. Charlotte smiled as she told the class she was so excited about the fact that so many of the students had remembered that particular day. As students recalled the steps they

took to get the seeds, Ms. Charlotte would occasionally stop and ask the students if they remembered the scientific term for certain words. If the students struggled, she would give them the term and the students would automatically repeat the sentence using the scientific word Ms. Charlotte had given them.

Appendix A shows evidence of the teacher's understanding of meaning-making from interview and observation.

### **Infusion of Meaning-making in Literacy Instruction**

Ms. Charlotte also defined meaning-making was “making it real for the students” so that she could help her students “jumpstarting on their wanting to learn. Their desire to learn, their excitement and enjoyment of learning.” During both the interview and observation, there were statements and actions that supported her own definition of meaning-making. Ms. Charlotte infused her definition of meaning-making during her literacy instruction.

**Interview.** Authentic and functional literacy concepts were used to infuse meaning-making into Ms. Charlotte's literacy instruction. Ms. Charlotte stated that she tries

to bring in as much that [she] can to make it realistic for the students, something that they're familiar with. Something that will hook onto something that they may already understand, such as something from home, or an animal that they might be familiar with.

Ms. Charlotte takes topics that are personal and meaningful for her students to “building a foundation and then getting deeper” with the goal of getting “them to be able to articulate orally something that they learned during the lesson; and, be able to share with the other students, what they've learned about a particular topic or theme.” She is able to help her students make these personal connections by allowing students to “tell [her] or find out from them things that they're interested in, and then make that as part of the curriculum that [she] uses

throughout the school year.” Ms. Charlotte does not stick to what the Teacher’s Edition tells her to teach. She follows the sequence of strategies but if the students are more interested in other topics than what the textbook is using, she is willing to find materials and stories that will engage the students to teach the same concepts and at the same time make what they are learning meaningful and engaging.

**Observation.** Ms. Charlotte conducted a picture walk, an authentic literacy strategy, of the book titled *Una rata vieja* (An Old Rat). She started by asking the students to use the picture to predict what had happened to the rat. Ms. Charlotte gave the class time to look at the picture before she allowed students to answer. She asked the class to tell her what they thought had happened to the rat before changing the page. When a student would respond, Ms. Charlotte would ask the student to tell the class why they thought that. When Ms. Charlotte started reading the book, she would stop and ask questions about what had occurred and if what the students had predicted was correct. Stating her lesson with questions is based on functional literacy. After the reading of a fictional text, Ms. Charlotte introduced text of a plant’s life cycle and followed the same functional literacy strategy of starting with questions. She also used a picture walk, an authentic literacy strategy, to get students talking about the project they were going to be starting.

As mentioned earlier, all of Ms. Charlotte’s students were English learners. Throughout the observation, students would tend to respond in English and Ms. Charlotte would have to prompt them to answer in Spanish. When a student was having a difficult time answering a question, Ms. Charlotte would rephrase the question. If rephrasing did not help the student, she would ask the question in English. By this point, the students were able to answer the questions.

## Literacies: Examining Teachers' Perception of Meaning-Making

The use of both the student's home languages helped the students to better understand questions they were being asked.

### Summary

The majority of Ms. Charlotte's responses fell under authentic literacy followed by functional literacy. Ms. Charlotte mentioned the routines that she puts into place from the beginning of the school year and the importance of keeping them, "At the beginning of the day our opening routines are reviewing rules. The alphabet, calendar, counting to 100. Let's see, reading our sight words. Previewing sentence stems about poems, chants, things like that." Didactic routines but during the observation, all but the poems were linked to the lesson they were working on during the literacy lesson.

What Ms. Charlotte does not realize is the impact she has on her students learning by allowing them to have a voice in what they learn in class, "They'll even share, 'How about if we learn about this particular topic?' So that, I use that as a springboard to bring in that literacy, so that they can gain more knowledge." Ms. Charlotte felt that giving students a voice in what they learn keeps them motivated and engaged in the discussion. If students were to be given the same opportunity to guide their own learning as they move up in grades, they would be empowered to bring in learning opportunities that focus around issues from school, their community, and even national news.

Ms. Charlotte used a mixture of all four literacies when focusing on meaning-making in literacy. She relied heavily on authentic and functional literacy strategies while still using didactic strategies during her morning routine. Using science to teach literacy, as an authentic task, allows students to see how the information they learn in school is relevant and useful in the real-world (Parsons & Ward, 2011). She touched on critical literacy by using the students' home

language but did not take any steps toward having her students become critical thinkers by focusing on current issues that affect plants and animals.

### **Ms. April's Profile: First Grade Teacher**

Ms. April is a first-grade mainstream teacher with seven years of teaching experience. Ms. April has taught kinder, first, and third grade. As a mainstream classroom, Ms. April has a combination of English-only students and English learners. A few days before the observation, a newcomer was enrolled in Ms. April's class. Her ELs are monitored at least three times a year using the district's ELD portfolio. All core instruction is delivered in English and Ms. April is responsible for providing designated ELD as needed as well as provide integrated ELD throughout the whole day and in all core subjects. Ms. April's first-graders, all but her newcomer, are expected to be performing at the emerging level. Her ELs, if they are working at grade-level, are expected to qualify for reclassification before leaving fourth grade.

### **Perception of Meaning-making in Literacy Instruction**

**Interview.** Ms. April defined meaning-making in literacy as "understanding how to read." To achieve this level of meaning-making, Ms. April "want(s) them to be able to learn the patterns, the phonics pattern, and be able to read words. Hopefully by the end of first grade, they're reading successfully." She feels that her students will be able to meet this goal by "learning the high frequency words, learning all the different patterns that we have, and building fluency." When asked how Ms. April knows when her students are engaged in meaning-making, she responded that she knows her students are making meaning when they are "wanting to read, when they want to take quizzes, and they're just excited or eager to go onto the next step." When Ms. April was asked to describe a time, she felt her class was genuinely involved in meaning-making during a literacy lesson, her response was:

They love doing the whiteboards. I can tell, because I give them five seconds, okay, five seconds to ten seconds, write a word, and sometimes they're just eager to really put it up. No, no, no. You have to wait until I say it.

When asked for clarification as to what connections the students were making with the whiteboards, Ms. April stated that her students were making connection between what they were hearing and what they had learned about phonics and phonemic awareness. She went on to state that the whiteboard lessons help her students "individually hear each sound and convert that into a letter and be able to write or be able to read." Ms. April stated that she helped her students make meaning in literacy by:

Making sure they know how to read. I think the way I said it earlier, just showing them how to blend the sounds and read, and then give them strategies for comprehension, just show them how to use those strategies.

Ms. April's understanding of meaning-making in literacy is based on didactic teaching. Grammar and spelling rules must be learned in order to learn how to read. It is important for students to learn how to read books in order to read a book and pass a computer-based test. On her wall, Ms. April had posted the goal for the amount of words read, a first grader needs to read, along with a graph of the amount of words each student had. The room was surrounded with previous spelling patterns and the rules.

**Observation.** Ms. April's understanding of meaning-making was the focus of the literacy lesson observed. The classroom observation took place at the beginning of Ms. April's literacy instruction, right after lunch. When I walked in, the class was still getting settled and ready for their lesson. Ms. April had all the materials she needed for her lesson organized and ready to go on the top of her desk.



During the observation, Ms. April reviewed a teacher-made chart titled 'Rules of When You Know When to Use OW or OU.' She provided direct instruction about the rule. She showed the class a video that reviewed the same information that was on her chart. Ms. April stated during the interview that she made her instruction meaningful and engaging: "meaningful and engaging by having videos, especially with this new generation. These kids are visual learners, so they need to see it, and especially I do it in song format so they're dancing, so it's kinesthetic also." When she provided time for the class to practice the rule, Ms. April would pause the video and ask students to recite the correct rule. If the students read the incorrect rule, Ms. April would ask the student to look more carefully at how the word was spelled and to try again. After all students had the opportunity to practice a word with the spelling pattern /ou/ or /ow/, Ms. April distributed a worksheet page and gave students 10 minutes to finish both sides.

Didactic teaching was the objective of the lesson observed. No mention of what words meant or if the students knew their meaning was heard. The objective of the lesson was to learn the rules of the particular spelling pattern and that is exactly what Ms. April based her activities selection on.

### **Infusion of Meaning-making in Literacy Instruction**

**Interview.** Based on Ms. April's understanding of meaning-making in literacy, Ms. April mentioned what she did to fuse meaning-making in her lessons in order to achieve her goals for her students. Ms. April infused meaning-making in her lessons by using videos, song, and dance to learn rules. To help with the learning of patterns and rules, Ms. April focused on building fluency by having her students learn and memorize high frequency words and the different patterns. Ms. April facilitated meaning-making in literacy by:

Modeling for them how to blend the sounds together and how to read, and constantly work with them to learn the high frequency words and show them how to improve fluency. It's not just fluency, they need to be able to comprehend also, to show them how to be effectively reading fast by touching each word and paying attention to what they're reading.

Ms. April mentioned providing students the opportunity to listen to individual words and providing them time to break the words up into syllables. After separating the words into syllables in their minds, they have the opportunity to write the word on the white board. This activity provided students with practice on syllabication and spelling. When students struggle with learning the rules or strategies, Ms. April stated:

I pull them back. We try a different strategy. If a student is struggling with a certain sound, I pull them back, I usually have tons of apps and stuff, and then I just show them a different video just to see if they can learn it that way, or we'll just do it on a paper, some other format, so they can understand.

**Observation.** Ms. April started her lesson by calling the students attention to the chart she was taping on the white board. She read the title of the chart and asked the class to repeat after her. The class followed instructions. After reviewing the chart paper with spelling rules for the /ow/ sound, Ms. April called on a student to turn off the lights. Ms. April introduced the class to a video that they would be watching and listening to that would help them memorize the rules and practice the /ow/ sound. The video reviewed the spelling rule that she had already introduced to the class. Ms. April paused the video and showed the class the chart they had reviewed prior to starting the video. The video was 10 minutes long. At the end of the video, individual words popped on the screen. She called on each student to practice producing each

sound and to say what part of the rule the word followed. When the words stopped, there were still five students who had not had the opportunity to practice. Ms. April used words from the chart and gave those five students the opportunity to practice.

To infuse Ms. April's definition of meaning-making during the lesson observed, Ms. April had the class repeat the practice words, words that were written on the chart paper with the rules, four times. If she heard a student pronounce the word incorrectly, she did not point out who pronounced the word incorrectly, but she had the whole class repeat the word four more times. The video that Ms. April used to reinforce the spelling rule showed the students how their lips should move in order to properly make the correct sound. Ms. April paused the video and gave the students time practicing the proper lip position. She asked one of her students to translate the information for her newcomer. When she realized that the student did not do a good job translating, she translated the information for her newcomer and had the student practice with her. To reinforce the importance of lip placement and movement, Ms. April had the students try to read the words on the chart paper without moving their lips. She asked the class if it worked. She also had the class put their hands on their throat to feel how it moved as they said the words correctly.

### **Summary**

Ms. April adhered to the goals of didactic teaching, teach the rules. When rules are mastered, students will learn how to read words in order to understand what they are reading. Ms. April's interview and observation focused on the key aspects of didactic teaching. The focus in the classroom was to learn the rules and patterns in order to improve students' reading skills. There was no evidence of functional, authentic, or critical literacy taking place in the classroom.

### **Mrs. Emily's Profile: Second Grade Teacher**

Mrs. Emily was a second-grade teacher with 35 years of experience. When she first started teaching, Mrs. Emily taught sixth-grade for her first few years and was then moved to kindergarten. Mrs. Emily taught kindergarten for 15 years and this was her first year teaching second grade again. Mrs. Emily's class is a mainstream classroom. As a mainstream classroom, Mrs. Emily has a combination of English-only students and English learners. Her ELs are monitored at least three times a year using the district's ELD portfolio. All core instruction is delivered in English and Mrs. Emily is responsible for providing designated ELD as needed as well as provide integrated ELD throughout the whole day and in all core subjects. Her ELs are expected to be performing at the expanding level and are expected to qualify for reclassification before leaving fourth grade.

As I walked into Mrs. Emily's classroom, I smiled. The room was colorfully decorated. On the walls, she had student work posted. Student desks were arranged in the shape of two capital Es facing each other with the arms of the Es facing the front of the classroom. Mrs. Emily's classroom was very neat with crisp lines and it seemed as if everything was right where it was supposed to be. There was nothing up on the walls that did not need to be posted. It felt comfortable. Appendices E and F shows literacy and meaning-making evidence noted during classroom observation.

### **Perception of Meaning-making in Literacy Instruction**

**Interview.** The interview took place in Mrs. Emily's classroom after school. We sat at the kidney table located at the back of the room. On the table, Mrs. Emily had her student's AVID folders. She mentioned that her parent volunteer had been reviewing the student's AVID parent signature page earlier that day. Mrs. Emily's definition of meaning-making was "to

comprehend what they're reading. They have to understand." She went on to explain that she does what she can to "make sure that it's something they're interested in," and that she tries to bring in as much realia as she can. As I scanned the room, I did not notice any realia that would be related to the story they were currently reading. Mrs. Emily added that she "goes on the computer a lot and finds pictures or finds articles or things that make sure that whatever we're doing is interesting to them." She stated a few times that she wanted her literacy instruction to be fun for her students. It was important to her to engage her students in what she saw as authentic literacy practices in hopes of making the readings personal to them.

Mrs. Emily's desired outcomes for her students were to have them achieve their words-read goal of 40,000 for the year. Not only was reaching their words-read goal important to Mrs. Emily, but she also worked on having her students read with meaning. She felt that, "they don't read with meaning; they don't read with emotion. That's what we're practicing. I want to make sure by the time they leave that they're able to do that." In order to help her students meet her goals she stated they "just read, read, read. We read a lot." Mrs. Emily also stated that she has her students "perform plays, partner read, stand up in front of the class" as well as choral reading to help her students meet her desired outcomes, a combination of didactic and functional literacy strategies.

When specifically asked about her definition and importance of meaning-making in literacy, Mrs. Emily's response had elements of functional literacy but when she explained why she worked with her class to find the main ideas and details of the stories they read, her rationale was didactic in nature. She stated that "they take quizzes on almost everything they read for reading counts. That will help them reach their goals."

**Observation.** As I walked into the classroom for the observation, the class was finishing up with their morning routine of peer checking their homework. Mrs. Emily was reminding the class of the importance of finishing their homework and being honest about what they got right or wrong. Correcting or asking for help on incorrect answers helps them to understand their mistakes and would help them understand the concepts better.

Mrs. Emily's definition of meaning-making in literacy was evident during the classroom observation. When I walked into Mrs. Emily's classroom, there was a student who was finishing up a quiz on the computer while the rest of the class wrapped up peer checking the previous evening's homework. As I sat down, Mrs. Emily asked if the student had passed the test. When they confirmed with a head nod, she then asked how many words the student had. When the student could not answer, she asked them to log back into the computer and check so that she could update the student's chart.

Mrs. Emily walked to the front corner of the room where her desk was located and picked up the Teacher's Edition. She then asked the class to take out their large reading book and as she walked around to check on students, she quickly reviewed her Teacher's Edition and then put it down. She then proceeded to explain the vocabulary lesson the class was about to start. She had the class open their literature books to a particular page number and instructed neighbors to check to see if they were on the correct page before moving on. Mrs. Emily explained that they would be learning a few new vocabulary words as well reviewing words they had already studied earlier in the week. She asked the class to explain why they were taking time to review vocabulary words before starting to read their selection. None of the students raised their hands. Mrs. Emily proceeded to explain that the more words they knew before reading a story, the easier the story would be for them to understand and when they understood the stories they read,

they could take and pass their reading counts quizzes. As she had explained her understanding of meaning-making during the interview, Mrs. Emily's method of delivery was grounded in authentic literacy practices but her rationale was that of didactic literacy instruction, to pass a test.

The (foundation) to an authentic vocabulary lesson was evident in how the lesson was set up, but as the lesson started, the questions that Mrs. Emily asked and how she allowed students to answer (lead) the lesson to be grounded in didactic literacy practices.

After the vocabulary lesson, Mrs. Emily moved on to the reading of the week's selection by randomly calling on students, using name sticks, to read a few sentences at a time. When a student would come across a vocabulary word, she would stop the reading and ask for the definition of the vocabulary word. If a student would pronounce a word incorrectly, Mrs. Emily would say the word correctly and the student would reread the sentence using the correct pronunciation of the word they had originally read wrong. Mrs. Emily continued to call on students until all students had the opportunity to read. Appendix E charts literacy and meaning-making evidence noted during teacher interview.

### **Infusion of Meaning-making in Literacy Instruction**

**Interview.** Despite Mrs. Emily's focus on the importance of having her students work toward reaching their words read goal, many of the activities she mentioned during her interview were based on authentic and functional literacy practices. Mrs. Emily mentioned the fact that her class performed a number of plays because she saw how engaged her students would be when they were acting out scenes:

We did plays a couple of weeks ago and they loved getting in front of the class and reading their part. They didn't memorize their part, but they used their book and they

could not wait till it was their turn to get up there. We did a lesson today where we were just reading the decodable readers. After each little book, there's like eight books and eight stories in the book. After each little story, I had them draw a picture of something that popped out at them in the story and then write a sentence about it. They had a blast doing that. I'm trying to pull out different things besides just read the story, answer the questions. They like stuff like that.

Mrs. Emily's understanding of authentic literacy is to engage her students in activities they enjoy doing, having fun with literacy. When her students are having fun and participating, they are engaged in meaningful reading and writing allowing their literacy skills to naturally develop. When thinking about meaning, Mrs. Emily connects the word with how her students read. She explained her frustration when she said, "They don't read with meaning; they don't read with emotion. That's what we're practicing. I want to make sure by the time they leave that they're able to do that." Mrs. Emily was proud of one of her students who was already able to read with meaning by using that student as a model for the rest of the class.

Mrs. Emily associated meaning-making with reading comprehension. She explained that as a class they:

go through the stories that we're reading. We pull out the main ideas, we pull out details. They take quizzes on almost everything they read for reading counts that will help them reach their goals. I just question them a lot about what we've read. Pull them back for groups. Do the same thing in groups.

To help her students with their reading comprehension she (applies) functional literacy strategies by explaining and helping her students understand the structure of the genre they are reading. When her students are not understanding the readings, she stated that she would:



Try to either pull them back at a later time or just while the other kids are involved in something, I'll go up to them and ask them, "What part did you not understand? How can I help you?" Show them different pictures or try to relay to them better so they understand what's happening.

**Observation.** Mrs. Emily's vocabulary lesson was based on a picture walk. She instructed students to use the pictures to help them define each of the four vocabulary words they would be learning before reading the definition the textbook gave them. By asking her students to use pictures to predict the meaning of the vocabulary words, she is engaging her students authentically as they look at the words, not based on the sounds each letter makes but as a whole word that stands for something (Kalantzis et al., 2016).

As she guided the students to define each vocabulary word using pictures, Mrs. Emily would then have students use the word in a sentence. When a student would use the vocabulary word incorrectly, Mrs. Emily would ask a question to guide the student's understanding of the word. For example, for the vocabulary term, natural resources, Mrs. Emily asked the students "Where would you find [item student used in example] in nature?" or "Where have you seen [item student used in example] in nature?" If the students said they had not, her response was, "If it is not in nature it would not be considered a natural resource" and then move on to the next student or word. At the end of the vocabulary lesson, Mrs. Emily told the class that they were going to move on to reading the week's selection and that she wanted them to keep their eyes out for the vocabulary words and how they are used in the story.

The selection reading started with a picture walk. Mrs. Emily read the title of the selection out loud and asked the class if they thought they knew what genre the story was. When there was no answer, Mrs. Emily informed the class that the selection was fiction. She then

## Literacies: Examining Teachers' Perception of Meaning-Making

asked the class if any of them remembered what fiction was. A student responded, "Not real."

Mrs. Emily acknowledge the correct answer and moved on to reviewing the units essential question, "How can we protect our Earth?" One of her students mentioned recycling.

Mrs. Emily proceeded to ask questions about recycling such as:

How can we protect the Earth from school?

How would the classroom look if I stopped reminding you to pick up the trash?

How can you start recycling at home?

She then continued the picture walk by asking students to look at each illustration. Mrs. Emily asked the same two question for each illustration, "What do you see?" and "What are they doing?"

Mrs. Emily announced to the class that she would be using the name sticks to call on students to read and asked them to pay attention so that when it was their turn to read, they would know exactly where to start. Throughout the reading of the selection, Mrs. Emily would ask the guiding questions found in the teacher's edition. If the answer that was given was incorrect, she would call on another student for the answer.

### **Summary**

Mrs. Emily employed a variety of literacy methods. Evidence of didactive, authentic, functional, and critical literacies were found in the interview and observed during observation. Regardless of the fact that there was evidence of all four literacy, there were many opportunities Mrs. Emily missed many to dig deeper and make personal connections with students. With this particular topic, Mrs. Emily missed the opportunity to bring in real-world issues and help guide students to be critical thinkers. Instead, she focused on superficial questions such as how the class could recycle the paper they use for homework and maybe make a little money by recycling

soda or other cans. Appendix F provides a detailed view of how Mrs. Emily understood and infused meaning-making in literacy during the interview and observation.

### **Ms. Rory's Profile: Third Grade Teacher**

Ms. Rory is a third-grade mainstream teacher with 18 years of experience. She has taught kinder, second, and third grade. As a mainstream classroom, Ms. Rory has a combination of English-only students and English learners. Her ELs are monitored at least three times a year using the district's ELD portfolio. Every two months, Ms. Rory monitors her ELs' growth using the Test of English Language Learning, a computer-based test that students take on an iPad. All core instruction is delivered in English and Ms. Rory is responsible for providing designated ELD, as needed, as well as integrated ELD throughout the day and in all core subjects. Her ELs are expected to be performing at the higher levels of the expanding level and bridging level.

The interview with Ms. Rory took place in her classroom after school. When I arrived for the interview, she was finishing up posting a class announcement on ClassDojo. Ms. Rory sat at her desk for the interview. On her desk, she had the next day's lesson plan and all the materials that would be needed. She mentioned she was preparing for a Guest Teacher and that she was taking the morning of the next day to attend her son's awards ceremony. The interview was recorded using an iPad, with Ms. Rory's permission, and lasted roughly 20 minutes.

The classroom observation took place before lunch and lasted 20 minutes. As I walked in, the class was putting their math books away and two students were collecting laptops. Student desks were arranged in groups of four. Each group was labeled with a number. On the whiteboard, Ms. Rory had GATE icon magnets posted and a points chart. As the class was transitioning from math to ELA, Ms. Rory was awarding points to the groups that were on task and following instructions. The walls around the room were covered with teacher-made posters

with grammar rules, math procedures, group work that was in progress, and corrected student work. In the back corner of the room, there was a class library with a small rug, round table with chairs, and two bean bag chairs.

### **Perception of Meaning-making in Literacy Instruction**

**Interview.** When Ms. Rory was asked to define meaning-making, she asked for clarification and then answered:

If you're asking me if they're making meaning and understanding it? Yes. One, because they're able to answer the simple format of the QAR-type questions, questions, answer, response, whether it be orally or written. But to me, I can tell they're truly understanding the bigger concept of the story when I see them making connections. When I see them making those predictions, or really just sometimes throughout the day when we're not even necessarily in that reading lesson, but they will share out a connection between something they read, or a word that they came across, and they'll explain their connection to what we learned.

Ms. Rory's understanding of meaning-making is a combination of didactic, authentic, and functional literacy elements. Questions-Answer Relationship (QAR) reading strategies, developed by T. E. Raphael in 1982 and 1986 were based on a combination of didactic and authentic literacy concepts that provide students with three comprehension strategies that are directly related to the type of reading comprehension question asked (Kinniburgh & Prew, 2010). Didactic QAR strategies are those that focus on questions that can be answered within the text by looking at key words or phrases, answers that are in the text but require reader to make connections within the text, and questions that require the student to piece together the author's purpose. An authentic QAR strategy, on your own, requires the students to use their prior

knowledge to answer questions about the text (Kinniburgh & Prew, 2010). Ms. Rory's association with meaning-making and the connections her students make throughout the day and across disciplines show that her students are authentically engaged in literacy learning.

Throughout the interview, Ms. Rory's understanding of meaning-making had aspects of all four literacies. She seemed very concerned with preparing her students to do well on the comprehension test and on the CAASPP test at the end of the year. Focusing on testing taking is one of the main focuses of didactic literacy yet she knew the importance of making literacy meaningful and personal for students—authentic literacy. Appendix G shows Ms. Rory's understanding of meaning-making in literacy based on data gathered from interview and classroom observation.

**Observation.** Ms. Rory used Wonder's, curriculum adopted by the district, online platform to project a digital version of the story. Before starting the story, Ms. Rory gave some background information about the story. She told the class about the main character, when and where the story took place, and then showed the class the location on the world map. Once the story started, students were following along by reading the story to themselves or by just listening to the story. Many times, during the story, Ms. Rory would pause the story and ask the students to take a closer look at the illustrations and to think about how the illustrations added more depth and information to the story. The story was stopped to ask questions that were provided by the teacher's edition and to answer questions that students had. If perplexed expressions were noticed, the story would be stopped, and Ms. Rory would ask "Why the look? What are you thinking about?" and would allow students to talk about how they were feeling about what was occurring in the story.

### **Infusion of Meaning-making in Literacy Instruction**

**Interview.** After Ms. Rory's goals and desired outcomes for her class were determined, what she did to ensure her students would meet them was discussed. The use of the district's adopted curriculum was important to addressing student outcomes. Ms. Rory stated:

For me right now, it's making sure that I'm consistent with the lessons, and the three texts that are in our Wonders curriculum. For example, the first little short story introduces the main idea, it lends itself to getting background knowledge from the kids. The second text is the text that we're focusing on, that they will actually take the comprehension test on. The third text allows them to compare and contrast, very similar to what they're gonna be expected to do on the CAASPP. And, for them to be able to be successful in comprehending literature text that we read as well the informational. In the informational is often where I see them not do as well, so I want them to be parallel in scores.

To do well on the CAASPP, California Assessment of Student Performance and Progress, during lessons, Ms. Rory:

Expect(s) them to be able to answer the comprehension questions that they're asked orally in complete sentences with supporting details or making a connection that supports their answer. My hope is that it transfers over to when they have to write an answer in written form, like on a comprehension test.

Ms. Rory infuses activities that prepare students to achieve the goals and outcomes she has set for her class. Employing functional and authentic literacy components, Ms. Rory gives her students "questions that force them to reflect on what they read or go back to the text" as

well as giving “them an opportunity to think about it, think, pair, share and discuss it.” For each story the class reads, Ms. Rory asks her students

simple questions like, who is the main character or why did the main character do this?

And explain . . . Getting them to understand that they also have to have an explanation to their answers, whether it be written or orally.

She went on to explain that incorporating strategies learned through professional development, such as GATE and Project G.L.A.D. are used to help students as well. Ms. Rory explained how one particular strategy is used in her class:

We'll do text reconstruction, usually with one of the first read-aloud, and that allows the kids to understand the big idea for the week. It allows them . . . Well, it allows me to present key vocabulary that I think may be difficult for them or unknown. Then it allows them to just listen and take in what they heard, and then to be able to share back with a partner, and then to share back with me in the important details. Things that I was hoping that they would walk away with or understood.

Text reconstruction, when done properly, incorporates authentic, functional, and critical literacy components. Appendix H graphs out evidence collected during the interview and observation that referred to how Ms. Rory infused meaning-making in her literacy instruction.

**Observation.** Ms. Rory's interview made her out to be a teacher who bases all her goals on didactive, authentic, and functional literacy. During the observation, all four literacies were evident. During the classroom discussion of the text, critical literacy components were visible. Throughout the observation, authentic and functional literacy components were apparent. The types of questions that Ms. Rory and her students asked helped develop the students' critical literacy.

Bean and Moni (2003) described the power discourse has in the classroom. In their article, *Developing Students' Critical Literacy: Exploring Identity Construction in Young Adult Fiction*, they claimed that:

Critical literacy shifts the boundaries of discussion between teacher and students, changes relationships, and generates substantive conversations about texts. The texts themselves become manipulable, transparent constructions that can be accepted or rejected, and in which multiple meanings are explored. (p. 646)

Ms. Rory allowed her students to manipulate, accept, or reject ideas the text explored in a safe environment allowing her students to make meaning as they saw the text being created. As the class was learning about Elizabeth and her fight for women's rights, Ms. Rory pushed her students to think about the implications of Elizabeth's beliefs and how her fight helped shape how women are treated today.

Despite placing Ms. Rory's questioning under functional literacy, the type of questions that were asked helped students to think critically. Once the recording started, Ms. Rory would stop the recording and ask a mixture of simple and complex questions that helped lead students in conversations that allowed students to develop their own meaning-making without the teacher's perspective being imposed on them (Shor, 1999). During one of the pauses, Ms. Rory asked the class if they had caught what had just happened. A group of four students bounced ideas off each other to come up with what was occurring in the first two pages of the story. Ms. Rory's response to the group was, "Exactly, she doesn't feel the way women are being treated is fair. Do you think it is fair?" Her follow up question lead the class to discuss amongst themselves. As students started to respond to each other, students would use the following sentence stems to agree or disagree with the group:



## Literacies: Examining Teachers' Perception of Meaning-Making

In my opinion . . .

I agree with . . .

I disagree with \_\_\_\_ because . . . .

I would like to add on to what \_\_\_\_\_ said

The discussion around the day's text was rich in questions asked by Ms. Rory and her students. One of the last conversations the class had before the observation came to an end was discussing around the following set of questions posed by Ms. Rory:

What do you think you would do in her shoes? Does that still happen today? Before answering that, think about what is going on in the news. Do we still have work to do or are we done making the law equitable for everyone?

### **Summary**

All four literacies were evident during the classroom observation and in the strategies and ideas Ms. Rory expressed during the interview. Despite the fact that Ms. Rory's understanding of meaning-making was grounded in her desires to help her students pass the comprehension test and do well on the state test, she employed strategies that helped her students make meaning through literacy. If Ms. Rory delivers literacy lessons in this manner all year long, she is unknowingly giving her students the power and tools necessary to challenge underlying ideologies of the language majority.

### **Mrs. Paris' Profile: Fifth Grade Teacher**

Mrs. Paris is a fifth-grade mainstream teacher with 19 years of experience. This was her first-year teaching fifth grade. Prior to teaching fifth, Mrs. Paris taught second and first grade. The English learners in her class are expected to be reclassified if they have been in US schools since entering kindergarten. If ELs in fifth grade have not been reclassified, they are expected to

be working in the bridging level of ELD. ELs in fifth grade who have not been reclassified are monitored three times a year using the district's ELD portfolio and take the ELPAC test to assess the progress they have made in their English development, yearly. The ELs in Mrs. Paris class were all classified as Long-term English learners.

### **Perception of Meaning-making in Literacy Instruction**

**Interview.** Mrs. Paris defined meaning-making as follows:

Well, first of all, I would say that it's in all the modes. So, it's in the listening and speaking. It's the reading and writing. I also see that connectivity between the four. I see it as students need those academic experiences, so, using the academic language. I also see that informal exchange between peers layers into that. I think that there's, especially for our English language learners, this would be anyone learning a different language: it's intimidating. There's that emotion part that I think we should acknowledge.

Mrs. Paris elaborated on her understanding of meaning-making by providing a personal example:

. . . that the meaning-making thing, especially for our English language learners, this would be anyone learning a different language: it's intimidating. I found that out when I went to Berlin, to Germany. I was so intimidated, and it was so wonderful because it put me in the perspective of my kiddos, of my English learners. I was on survival mode, you know? I was just adapting to symbols and just the basics and feeling successful because I could do that. I could find my way around town.

Mrs. Paris was the only teacher who acknowledges that symbols were also involved in meaning-making. Mrs. Paris made it clear the importance of using Wonders as the foundation of

all the lessons she delivers. She mentioned that her outcomes and goals are all based on the standards that are used in the teacher's edition for each lesson. Mrs. Paris used a variety of assessments to measure if students mastered the standard being taught. Her classroom is structured by following rules to social skills and SLANT, a strategy from the book *Teach Like a Champ*.

Authentically, Mrs. Paris had her class work in groups often. Mrs. Paris mentioned many times how important she felt communication and collaboration were in the process of meaning-making. She gave an example of how she uses collaboration to help students:

I might have them partner up with more of an expert, which gives the expert the ability to use their four Cs I have on the wall, their communication and collaboration, cause I find that's very important to have the sense of being able to explain a process.

Mrs. Paris felt that it was important to not push her students too far because meaning-making is intimidating. She tries to cultivate a nonthreatening environment "especially for our English learners." Appendix I shows Mrs. Paris' understanding of meaning-making in literacy based on her responses and how they correlate with the four different types of literacies.

**Observation.** The classroom observation took place right before lunch and lasted 20 minutes. The three vocabulary activities observed were from the Wonders curriculum. As the lesson began, Mrs. Paris frontloaded the students with the objective and standards the vocabulary lesson was going to cover. Appendix J shows what type of literacy the activities observed were.

### **Infusion of Meaning-making in Literacy Instruction**

**Interview.** Mrs. Paris infused her definition of meaning-making into her literacy instruction by providing exit tickets or other informal assessments to determine if students met the standard they were working on or if there were still gaps that needed to be filled. She would

also gage the amount of knowledge students gained by asking them the same question before and after lessons. Mrs. Paris explains how she uses questioning to help her determine what her students learned:

I'd ask a question, and then, that would start to elicit some information or skills that they know. But, by the very end, I'd ask them that same question, but then I'd see, "Okay, can they answer that more thoroughly than they could before? Do they have more strengths about it or still some areas of gaps?"

If her students had gaps at the end of a lesson, Mrs. Paris would rely on the fact that "there's going to be more lessons, so, that's more opportunities to re-practice." Mrs. Paris incorporated technology to change the modality that the students would see information.

When writing, Mrs. Paris' routine incorporated graphic organizers to focus on the author's purpose, identifying the genre of the writing, and working on vocabulary skills. When reflecting on a lesson that her students made a strong connection to, Mrs. Paris recalled the conversations and activities the class worked on while reading an excerpt from *Bud, Not Buddy*:

*Bud, Not Buddy*, and we did so much development of the big idea of activism and civil rights, that, again, through Flocabulary and BrainPOP and then pulling in biography sources, and it really got the kids so forward-thinking. So, then it leads to discussions about not just the civil rights or persons of color, but it went to Apartheid in South Africa. It went to genocide. It went to discrimination against women. It really just evolved, and it just naturally unfolded. We were right there in the moment. So, the fact that they took a piece of literature, just a piece of literature, and it cemented this curiosity in them, that really spiraled. And then, what they wanted to do is they asked, "Can we read *Bud, Not Buddy* and do a novel study?" So then, that's what we did.

Appendix J graphs the textual and observable evidence of how Mrs. Paris infused meaning-making in her literacy instruction gathered from the interview.

**Observation.** Three different vocabulary lessons were observed. All lessons taught vocabulary words in isolation. Prior to starting the first activity, Mrs. Paris posted a student outcome statement on the board and had the class coral read the statement, "Today I will be able to use my vocabulary knowledge to build my word knowledge." The first activity used technology. She distributed QAR codes and reminded students to always be in SLANT during activities and appropriately GTA, getting teacher's attention. To start the first activity, Mrs. Paris read the definition of the vocabulary word. She asked her students to "Point to the word and show word to confirm on correct word." After the definition was read, a sentence with the word imbedded was read out loud. Mrs. Paris instructed students to come up with a sentence using the vocabulary word. Mrs. Paris gave the class time to talk with their partners before calling on student volunteers to say their sentence out load.

For the second activity, Mrs. Paris had students review each word with their table groups for two minutes. Once the timer would go off, Mrs. Paris would ask students to show her how well they understood the word by showing 1-5 on their hand. Scale was: 1, students did not understand, 3 they were okay with the word but might still get it wrong, 4 or 5 they were comfortable with the word and would be able to use the word in a sentence correctly. If a student would show a 1 or 3, Mrs. Paris would reread the definition and use it in a sentence. She would then ask the students to show their understanding and move on.

For the last activity, Mrs. Paris had the students stand up for Don't Tell Me, Show Me: Head, Shoulder, or Toes. Each body part was corresponded with a word. Students were given three words. Their task was to show what body part/word did not belong in the group. As

## Literacies: Examining Teachers' Perception of Meaning-Making

Mrs. Paris would give the three words, she would touch her head, shoulders, or toes. Students would touch the part of body of the word that did not belong.

After the three activities, Mrs. Paris asked the class to reread the outcome statement posted on the board and then told class, "If you feel your word knowledge has grown, give me five on your heart." Once Mrs. Paris walked the room to check on students' self-evaluation, she asked the students to open their Chromebooks and work on dictionary.com for eight minutes.

### **Summary**

Overall, Mrs. Paris vocabulary lesson was based on didactic literacy methodology. Vocabulary words were learned out of context and there was no real opportunity for students to use them in context of the story they were going to be starting the following day. There were a few students who were able use a vocabulary word in a personal example. Students were expected to sit in chairs with their seat pushed in, arms on top of desk, and making eye contact with teacher at all times. To speak, students were expected to raise their hands and wait to be called on. When the class was given the opportunity to work in groups to talk about vocabulary words, 50% of the class was off task and conversations moved from vocabulary words to non-academic topics with more than half the time still remaining. Contrary to classroom observation, the interview with Mrs. Paris gave evidence of all four literacy types being used in the classroom, as evidence in the example Mrs. Paris gave in regard to the lesson on *Bud, Not Buddy*. It was evident in both the interview and classroom observation that Mrs. Paris depended heavily on the district's adopted curriculum and the use of standards to measure student growth.

### **Mrs. Anna's Profile: Sixth-Grade Teacher**

Mrs. Anna is a sixth-grade mainstream teacher with 24 years of experience. This was Mrs. Anna's first year back in the classroom after five years. For five years, Mrs. Anna was the

site's support teacher. She ran the sites intervention classes for second through sixth grade.

Prior to being the site's support teacher, Mrs. Anna taught 4th grade. As a mainstream classroom, Mrs. Anna had a combination of English-only and English learners in her classroom. All but two of her English learners are considered Long-term English language learners. All her English learners are monitored at least three times a year using the district's ELD portfolio. Mrs. Anna's English learners have been taking the CELDT or ELPAC test since entering US schools. They will continue to take the ELPAC test until they are reclassified as English Proficient. As a mainstream teacher, Mrs. Anna is responsible for providing integrated and designated ELD daily.

### **Perception of Meaning-making in Literacy Instruction**

**Interview.** Mrs. Anna defined meaning-making as:

Meaning-making, to me, would be that they [students] have an understanding and are able to explain how it would work or explain their understanding or be able to turn and assist a peer who is also having issues with that.

When asked how she made her literacy instruction meaningful and engaging, Mrs. Anna stated that she first looks at the standard to ensure that the lessons she delivers cover “all the angles of the content for that standard” and engages her students by having them collaborate on projects based on topics that interest the students. She continues to explain the strategies she used to keep her students engaged:

[I] employ some of the Kagan Strategy, some of the GLAD and I'm trying to use Step Up to Writing Strategies, GATE Strategies. I'm trying to blend those together into the curriculum so that it makes sense to them so, like I said, they're getting the information, getting the content that they need, and the skills that they need in different modalities.

Mrs. Anna's goal for her students is:

For them, at the end of the year, to be competent in their grade-level skills and be able to be successful in the following year, so trying to make sure that they have those tools that will help them for next year; for example, the note taking and the listening comprehension.

Throughout the interview, Mrs. Anna emphasized the importance of having her students work together in groups because they worked better in groups. She also focused on the importance of providing topics that interested students.

Mrs. Anna expressed her frustration with having to stop her current instruction to fill in learning gaps that must be filled before moving forward. Mrs. Anna addressed her students' gaps by providing additional practice. Mrs. Anna described how she knew her students were engaged in meaning-making: "That's when I can usually see them on task and collaborating well with each other. Then, they're engaged in it. Then, they are focused on their task. They're ignoring distractions and their products are well presented, well thought out."

Mrs. Anna helps facilitate meaning-making by bringing in real-world topics and current events. Once her students are engaged in the topic, she is then able to "push the academics." Appendices I and J show textual and observable evidence gathered during the interview and observation of Mrs. Anna's understanding of meaning-making in literacy.

**Observation.** The observation took place after lunch recess. As I walked into the classroom, students were shutting down their Chromebooks and taking out their ELA notebooks. Mrs. Anna started the observation with a quick review of the vocabulary words that the class had reviewed early that week.



Mrs. Anna used Wonders' online access to project the story the class would be reading the rest of the week. Before starting to read the story, Mrs. Anna asked the class to predict what the story was going to be about based on the illustration and title. Students were given the opportunity to think about their prediction and then share their prediction with their group before writing down their prediction in their ELA notebook. As the observation continued, the class was given many opportunities to collaborate with their peers.

### **Infusion of Meaning-making in Literacy Instruction**

**Interview.** To support her students' meaning-making abilities during writing instruction, Mrs. Anna:

Had them analyze the [writing] model. I also had, after they analyzed the model and they did their graphic organizer, we also went through and analyzed the rubrics. We analyzed the four, the three, the two, the one. They realized by the time we got to the one, it was a mess. They had a good example in their heads.

Additionally, Mrs. Anna allowed students to work together in groups that have picked the same writing topic. She noted that even when she has them each working on their own writing piece, eventually the students end up getting together to bounce ideas of each other. Mrs. Anna has her students work on their writing digitally. This allows her to be able to read as the students develop their writing and give them feedback as they go.

To assess how well students understood the information being taught, Mrs. Anna would ask students to come up with questions for the rest of the class. The question could be about something they did not understand while reading or a question the student thought would challenge the class. Students were expected to explain to their peers the process or concept to show what they have mastered.

Mrs. Anna's writing assignments were based on real-world topics. Students are given four topics to choose from. Two of the topics dealt with policies the district was considering changing. Mrs. Anna wanted the students to write their opinion about a topic that interested them. Giving students the ability to pick their own topic gave them ownership and allowed them to voice their position on the topics they picked. Appendix L shows the infusion of meaning-making in literacy evidence gathered from interview and observation.

**Observation.** After having students predict what the story was going to be about, Mrs. Anna began to read the story out loud. After each page, Mrs. Anna would ask questions about the story. The first question she asked was, "What did the first paragraph say about Lang?" When one of the students answered by rephrasing what the text said, Mrs. Anna acknowledged the response but asked the student to cite the text. Once the text was cited, Mrs. Anna asked where exactly in the text the response was found. Mrs. Anna asked a lot of questions throughout the reading of the text. Every time a student answered they were expected to cite the text. When the text was not cited, Mrs. Anna would remind the class to cite the text. For example, Mrs. Anna asked, "Do you think Lock is worried about his father? What sentence in the text supports that?" When students did not provide an answer, Mrs. Anna answered her own question.

After reading the story, Mrs. Anna gave the class another opportunity to review their predictions with their group. If their predictions were wrong, they were instructed to write why they were wrong and to revise their prediction.

### **Summary**

Mrs. Anna's lessons had many questions that could have led to an authentic and critical literacy lesson but the questions were all based on the author's purpose and based on finding the

right answer (Parsons & Ward, 2011). While Mrs. Anna did take the opportunity to share the background history of the story and how the Japanese were treated, that was the extent of the conversation about an historical time and treatment of Japanese. By not taking the time to use the text being read to “address real problems and relate history and citizenship to everyday life” (Parsons & Ward, 2011, p. 462), Mrs. Anna missed an opportunity to engage her students in an authentic literacy experience that would have increased classroom engagement during the lesson. Appendices I and J show the textual and observable evidence gathered during the interview and observation of how Mrs. Anna infused her understanding of meaning.

### **Lesson Plan Analysis**

Lesson plans were collected from all six teachers who participated in the study. All six sets of lesson plans were straight forward and contained the same information: date, content blocks, lesson standards and objectives, teacher edition page numbers, and workbook page numbers. The plans did not add any valuable information other than confirming what interviews and observations had already provided, teachers based their instruction on the districts' adopted curriculum.

### **Themes**

This study focused on how teachers' meaning-making process influenced the methodologies used in the classroom to help English learners and Long-term English learners achieve the goals set for them by teachers. Looking at the data gathered through the lens of social semiotic theory as the bases for meaning-making, the teachers' perception of reading, delivery of instruction, and planning reflected their interpretation of meaning-making. The teachers' perception was reflected in their definition of meaning-making in literacy. Despite the overwhelming gap between the definition of meaning-making based on the literature review and

the teachers' definition of meaning-making, five of the six teachers' definitions had elements of the literature review-based definition. Value, relatability, sense of purpose, connections made, modalities, conversations, and construction of knowledge were themes that emerged around the teachers' understanding of meaning-making.

Value was seen as “making it real for the student” by teaching students information that they would be able to use outside of the classroom. Relatability was seen as “something that they can use in their practice life” and the students' ability to “make connections” between topic to topic and the ability to take information learned in school to the home. Reading comprehension was represented the most. It ranged from understand how to read to being able to make predictions about what they are reading. Teachers discussed the fact that they wanted their students to meet their reading goals and passing comprehension tests. Language choice was important for five of the six teachers. Teachers would remind students to answer in complete sentences. Students being told to answer questions using academic vocabulary and sentence frames was observed in five of the six classrooms. One teacher stated that students had to have “positive academic experiences” in order to be able to have the language they need when they are collaborating with peers.

The teachers' interpretation of meaning-making was represented by the goals and outcomes they set for their English learners and Long-term English learners. The themes that emerged were communication, writing, reading, and standards. Three of the six teachers set goals about communication. Being able to orally articulate information learned or answering comprehension questions using academic vocabulary was part of the outcomes teachers expected to see from their English learners or Long-term English learners. Being able to write about what students learned or answering comprehension questions were part of the writing goals. Four of

the six teachers had reading goals. Reading goals were based on learning phonics' patterns to the number of words read and eventually read successfully. Meeting grade-level words-read goal, answering informational and literate text comprehension questions, and developing an interest in learning more about what was read in class was represented. Two teachers had goals based on their grade-level standards. Making connections between topics that were covered throughout the school year was an outcome one teacher had. Figure 3 shows the themes that emerged based on teachers' definition of meaning-making, the themes that emerged based on teachers' representation of meaning-making that influenced goals, and the themes that emerged based on teachers' communication, and delivery of lesson. In the classroom, communication was through the types of literacy pedagogies seen in the methodology teachers chose to represent information that would help their English learners and Long-term English learners reach goals and outcomes developed by teachers.

Teachers' Definition		Goals and Outcomes			Perception of Reading, Delivery of Instruction, and Planning		
Themes	Textual Evidence	Themes	Textual Evidence	Observable Evidence	Themes	Textual Evidence	Observable Evidence
Value	Making it real for the students.	Representation	Communication	To articulate orally something that they learned during the lesson	Communication	Shared an oral presentation to their friends or their classmates, what kinds of animals live in that habitat.	Teacher would remind class that all responses should be answered in complete sentences and to talk as scientists would.
				I expect them to be able to answer the comprehension questions that they're asked orally in complete sentences with supporting details or making a connection that supports their answer.		But a lot of it just comes from the fact that I can move that little magnet, GATE Icon, or point to it, and once they see that visual, they know a multiple perspective, or big idea, or details, or ethics.	Using GATE icon of main idea and details, teacher reminded students that they will be looking for the main idea and details of the story.
Relatability	Something that they can use in their practical life.						



Modalities	All the modes. It's in the listening and speaking. It's the reading and writing.		My hope is that it transfers over to when they have to write an answer in written form, like on a comprehension test.		Because they're able to answer the simple format of the QAR type questions, questions, answer, response, whether it be orally or written.		Teacher used illustrations to get more information from the students	
Language choice	Academic experiences							
	Academic language		Be able to read about	Picture Walk		I like to use songs a lot to build that rote memory in their mind.	Sight word reading	
Construction of knowledge	Have an understanding and are able to explain how it would work	Reading	To be able to learn the phonics patterns	Review chart with rules of when you know when to use /ow/ or /ou/	Reading	Learning all the different patterns that we have and building fluency	Memorization of spelling rules	
	Explain their understanding		Be able to read words	Called on students to read word on screen		Learning the high frequency words		



Conversations	Explain their connection to what we learned.	Reading successfully	If difficulty reading, sound it out, and then repeat.	I have to be modeling for them how to blend the sounds together and how to read, and constantly work with them to learn the high frequency words and show them how to improve fluency	Video showed students how to place and move lips to make proper sounds.
	Informal exchange between peers	I want them to have met their reading goal, which is 40,000 words or surpass the reading goal	Words Read chart on wall	Just read, read, read. We read a lot.	Cold read around room till end of story.
	To turn and assist a peer who is also having issues with that.	Read with meaning; read with emotion		We've done plays. They have to act out the characters	
	Reading Comprehension	Understanding how to read.	To be able to be successful in comprehending literature text that we read, as well as the informational.	For me right now it's making sure that I'm consistent with the lessons, and the three texts that are in our Wonders	Use of Teacher's Edition for all activities done during observation.

curriculum	
I like to get the kids motivated and hook them by bringing things that would spark an interest.	Students start telling teacher where they got the pumpkin.
I'm making sure that I'm giving them questions that force them to reflect on what they read or go back to the text.	What do you think her husband thinks about what she is trying to do? How do you know?

Have an interest on other things, or those things that we've talked about in class	Teacher allows students to recall the field trip they took and the fun they had.
In the informational is often where I see them not do as well, so I want them to be parallel in scores	

They have to comprehend what they're reading.

They have to understand.

Standards	I'll ask them to ... whether it's an exit ticket or it's just kind of informal assessment, that indicates to me whether they met that part of the objective, which means I met that part of the standard, or if they're still working towards it.	Will you show me with your fingers how well you understand the word.
	We try and attack them from multiple angles and a lot of additional practice	
	Trying to make sure that they have those tools that will help them for next year; for example, the note taking and the	Teacher read the paragraph out loud. Then repeated the paragraph. Then asked class to write down their predictions

Standards	There're certain key skills they have to know before they can do the next step, so I tend to throw in those success criteria parts.	Textbook used for all three activities.
	I want to see understanding, of course, of what the content of the lesson was, according to the standards and according to the scope and sequence.	Following Wonders TE, using story from Wonders
	My goal for them at the end of the year would be to be competent in their grade level skills and be able to be successful in	

Making predictions

SEL Emotional part

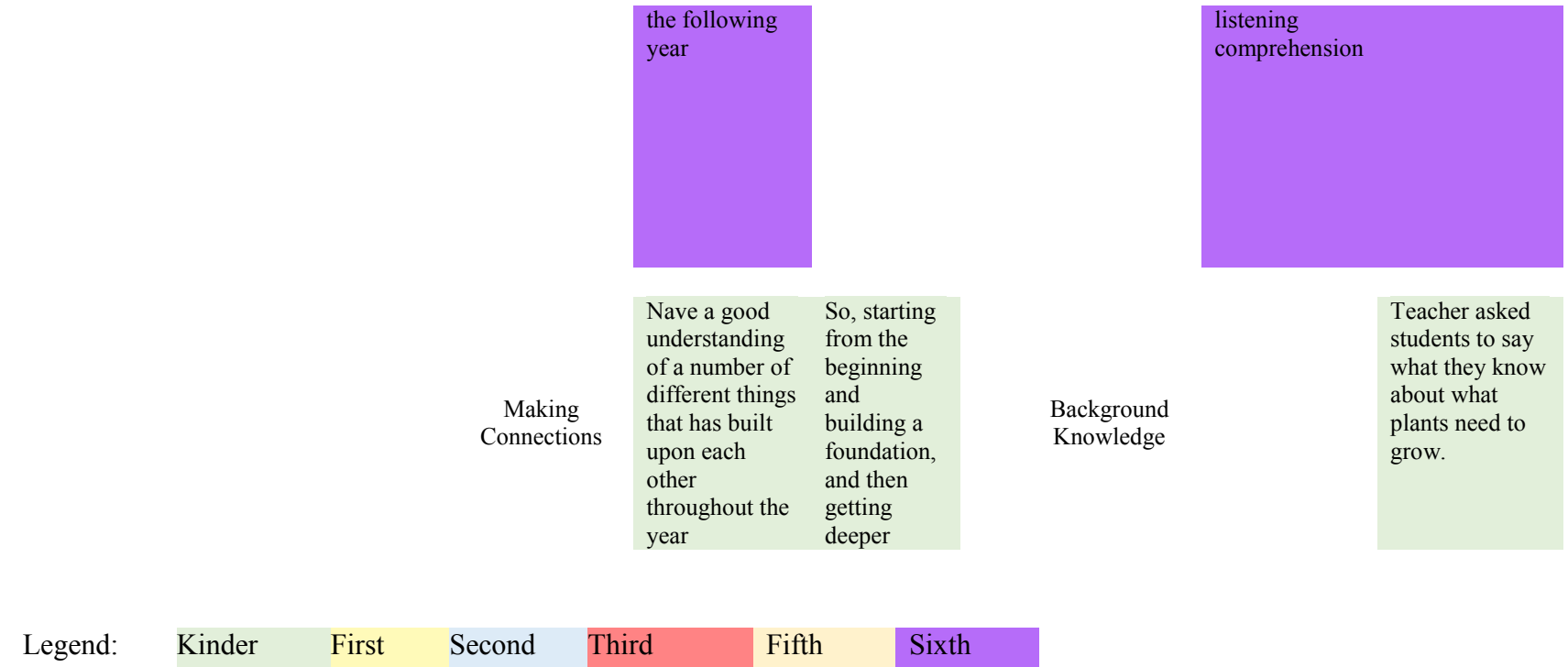


Figure 3: Teachers' Meaning-Making Cycle

### **Summary**

All six teachers who participated in the research study had elements of didactic pedagogy such as the use of a set curriculum or the teaching of grammar and spelling rules. Six teachers had elements of authentic pedagogy such as the use of a picture walk prior to reading a text and using topics that interest students to make lessons meaningful. Five teachers had elements of functional pedagogy such as using real-world text and asking questions to help with student comprehension. Four teachers had elements of critical pedagogy such as using topics that focus on social issues and helping students to understand multiple perspectives. Figure 4 is a summary of the types of literacy pedagogies used in the classroom. For a more detailed table of the teachers' perception and infusion of meaning-making skills in literacy and the literacy pedagogies used, please see Appendices A-L.

Teachers used a variety of strategies from all four types of literacy pedagogies to provide opportunities to practice meaning-making skills. As noted in Figure 2, despite the fact that some activities that are meant to bring value and purpose to content, were used because they were part of the lesson designed by the publisher of the curriculum that was being used. Real-world issues were addressed only at the superficial level. For example, Mrs. Emily's class was reading a story about recycling, a topic that is tied to global warming. The questions that were asked were simple and could be answered by looking at the picture without having to interpret any meaning. Using illustrations to help deepen a students' understanding is a great way to provide access to complex text for English learners when used statically.

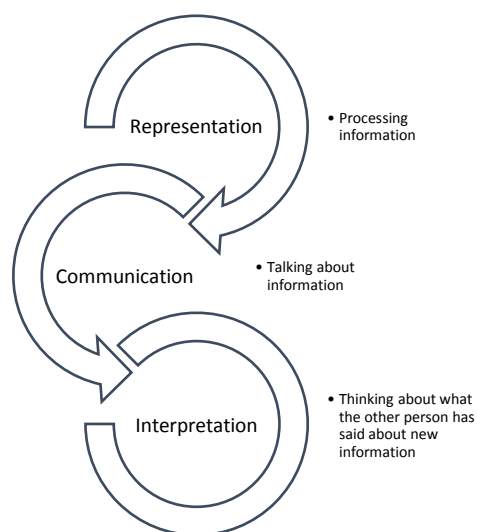
Literacy Pedagogy		Methodologies	
		Textual Evidence	Observed Evidence
Didactic		At the beginning of the day our opening routines are reviewing rules.	Repetition/memorization of sentence frames.
		They're making the ability to listen to the sounds and write the word, phonic connection, and phonemic awareness	Chart with rules of when you know when to use /ow/ or /ou/
		They take quizzes on almost everything they read for reading counts that will help them reach their goals.	All activities and questions were directly from TE.
		I expect them to be able to answer the comprehension questions that they're asked orally in complete sentences with supporting details	Use of Teacher's Edition for all activities done during observation
		I use Wonders as the premises, first and foremost	Vocabulary taught in isolation.
		I am looking at the standard, specifically making sure I am covering all the angles of the content for that standard	Following Wonders TE. Using story from Wonders
Authentic		...offered the opportunity for me to bring something from our past knowledge to the present.	Picture Walk
		By learning the high frequency words	Ouch! When do you make this sound?
		When we do vocabulary, that's helping them understand the meaning. There're all kinds of different activities that we do with the vocabulary words.	Picture Walk of week's selection.
		The same way when I give writing prompts for opinions, I try to choose topics that they can all relate to.	Teacher started the lesson modeling two words then picked two student leaders to finish the lesson.
		I realized how important that writing and reading component is, that they layer one another	When student was having difficulty with word, referred them to look at picture for reference.

Functional	They had to choose which topic interested them. Then they had to do research for each of their arguments.	Picture walk
	We've talked about habitats and where animals live and what they eat.	Started with question: Where did we get these seeds?
	I just question them a lot about what we've read.	What genre do you think it is?
	I'm making sure that I'm giving them questions that force them to reflect on what they read, or go back to the text	Teacher reminded class of the other bibliographies they had read.
	I would ask them a question that would start to elicit some information or skills that they know	Teacher modeled how to answer question.
	I try and bring in real-world, this is what's going on, current events, articles from News ELA, like I said, trying to find something that's actually going on that they need to formulate an opinion on.	Teacher gave student background information about historical events the story was written around.
Critical	Getting the whole classroom to one point, but then I also have to individually think	Some explanation was given in English for a few students whose first language was not Spanish.
		How can we protect our Earth? (essential question)
	Once they see that visual, they know a multiple perspective, or big idea, or details, or ethics.	Asked them to think about an issue at school or at home that they might be able to help start making changes that would benefit others or the future.
	We did so much development of the big idea of activism and civil rights	

Legend: Kinder First Second Third Fifth Sixth

Figure 4: Literacy Pedagogies

After analyzing the data gathered, key findings developed in the understanding of how meaning-making in literacy is guided by the teachers' own interpretation of meaning-making. The outcomes and goals that teachers set for their English learners and Long-term English learners guided the type of literacy pedagogy used to deliver their perception of meaning-making in literacy instruction. Figure 5 visually represents the conceptual framework used to guide this study. Meaning-making, or semiosis, occurs in a continuous cycle between the representation of information, how it is communicated, and how the receiver interprets, not only the information being received but how the information was communicated. For the purpose of this study, how teachers interpreted their perception of meaning-making was seen in the teachers' representation based on their definition of meaning-making. How teachers' representation and interpretation guided teachers' communication through the types of literacy pedagogies seen in the methodology they choose to represent information.



Source: Adapted from Kalantzis et al., 2016, p. 216

*Figure 5: Semiosis/Meaning-making*



The meaning-making cycle was evident in Ms. Rory's classroom. Students were using not only text but the illustrations as well to make connections to other real-world text. The teacher challenged her students to put themselves in the main characters' shoes and think about what they would do in her place. The teacher also challenged the class to consider what the world would be like if people like the main character decided to stay quiet and not question issues they felt were unfair. After each question, Ms. Rory would follow up with, why? Ms. Rory used the district's adopted curriculum to help guide her instruction but did not stick to the questions that were provided for her. Ms. Rory used the students' body language and facial expressions to guide the interaction she had with the class. After a section of the text, Ms. Rory stopped the text and asked a student, "Why did you make that face? Tell me what you are thinking?" This simple question led to a class discussion about fairness. Students would respond to each other by using sentence frames such as, "I also agree with [name of another student] and I would like to add . . . ." The development and implementation of agreed upon speaking norms provided the opportunity for students to interact creatively and to acknowledge each other as equals and value each other's perspectives (Böck & Pachler, 2013).

Conversations like the one that took place in Ms. Rory's class allow for the cycle of meaning-making to materialize. Students are able to orally interpret the information they are receiving (communication). The teacher is able to gauge the meaning the students are making from the text (representation). The questions the teacher decided to use provided students with the opportunity to negotiate their own meaning and allowed the students to express the effect the text had on them (Hodge & Kress, 1988). Students were given the opportunity to see how the events in the text had an impact on their current social position (Kalantzis et al., 2016). Asking the students to study the illustrations for information that was not provided in the text, provided

time for the students to read between the lines and see how information can be drawn from more than just the text (Hodge, 2017). Ms. Rory helped her students to express their connection to the text and having them think about how it related to them (Tracey & Marrow, 2017).

### **Meaning-making, Pedagogical or Ideological?**

As this study developed, another question came up. Is meaning-making pedagogical or ideological? Robin Alexander (2008) defined pedagogy as the following:

Pedagogy is the observable act of teaching together with its attendant discourse of educational theories, values, evidence and justifications. It is what one needs to know, and the skills one needs to command, in order to make and justify the many different kinds of decisions of which teaching is constituted. (p. 28)

Is the development of meaning-making in the classroom based on the type of literacy pedagogy teachers focus on? Can meaning-making come about solely through the activities that teachers decide to use during lessons? Can meaning-making develop through the deliberate use of certain strategies that teachers decide to use during lessons? Will using activities such as conducting picture walks or teaching vocabulary in context develop meaning-making?

Ideology is defined as some kind of idea or belief system that are socially shared by groups. Ideology organizes a groups' socially shared beliefs and are gradually acquired of time (Van Dijk, 2006). Just as a groups' belief system are gradually acquired, the system can change over time. Do teachers' ideologies influence meaning-making in the classroom? If so, can their ideologies about their role in the development of meaning-making change over time? As seen in this study, how teachers' defined meaning-making influenced the types of activities that were used in the classroom.

As students move from grade to grade, do the ideologies, pedagogies, or both that are used in the classroom lead students' ability or inability to make meaning that "gives learners the capacity to engage in the social world" (Böck & Pachler, 2013, p. 225). Have students learned that in school, it is the teacher who makes all the decisions about what they will learn and how. Do the pedagogies and ideologies that teachers bring into the classroom teach students to "expect the teacher to tell them what to do and to lecture them on what things mean" (Shor, 1992, p. 1)?

Communication and representation, components of meaning-making, are framed to meet certain goals and objectives that are, many times, controlled by "power and principles and agencies of control" (Kress, 2010, p. 21). In the classroom, communication and representation align to the teachers' ideas and principles. Teachers are the power and agencies of control. With this understanding and with the evidence gathered through this study, this statement has very strong elements of the truth.

During the interviews, all the teachers had goals that aligned to their interest. The teachers' goals were to have students master standards to do well on test. Tests that have no bearing on the critical growth of the students. The goals were not geared toward helping students "engage with discourses, rather than passively consume previously constructed knowledge" (Harman, 2018, p. xiii). One teacher hoped that the instruction she provided would "... transfers over to when they have to write an answer in written form, like on a comprehension test" (Ms. Rory). Another teacher's goal was for her students to "... meet their reading goal, which is 40,000 words or surpass the reading goal" (Mrs. Emily). Mrs. April's goal was for her class to "... learn the patterns, the phonics' patterns, and be able to read words. Hopefully by the end of first grade, they're reading successfully." Mrs. Paris stated that her

goals for her students were “from whatever standard that I'm teaching, it's that part of the standard that is the outcome for them.” Mrs. Anna stated that her

goal for them at the end of the year would be to be competent in their grade-level skills and be able to be successful in the following year, so trying to make sure that they have those tools that will help them for next year.

None of the teachers' goals were intended to provide students with the tools need for the “redistribution of power in communication . . . leading to the remaking of power-relations. . . [to allow for a] profound effect on conceptions of learning, of knowledge and hence on the formation of subjectivity and identity” (Kress, 2010, p. 21).

During classroom observations, elements of didactic, authentic, functional, and critical literacies were noted, in all but one of the classrooms, they were academically superficial. The activities were not done with the intention of providing students with semiotic resources that would help them to understand the meaning-making process.

All students make meaning from the instruction that their teachers provide. In all the classrooms that were observed, students were participating in classroom activities. Students were reading and answering questions. Classroom rules and expectations were being followed. Teachers were using activities from the district's adopted curriculum, activities that were well balanced between the four literacies mentioned in this study. Activities that are geared towards authentic and critical literacy pedagogy such as classroom discussions, cooperative learning task, content specific vocabulary, and practicing sight words were observed. Teacher pedagogy was, for the most part, executed properly but the fact that their ideology about the purpose of teaching literacy had nothing to do with literacy as a “tool for social transformation” (Fajardo, 2015, p. 31) nor as “an act of transformation” (Böck & Pachler, 2013, p. 22) guided how the activities

were executed. Without further research to specifically understand if meaning-making can develop based on pedagogy or is developed as a reflection of the teacher's ideology, it is hard to say if teachers' ideology shifted from passing test scores to using literacy for the purpose of "learning to read and write as part of the process of becoming conscious of one's experience as historically constructed within specific power relations" or for "promoting justice in place of inequity" (Shor, 1999, p. 2) would result in goals that focused more on students and less on test scores. It could be said that until this shift happens, literacy instruction will continue to be about passing tests and reaching words read goals.

## **Chapter 5**

### **Summary, Findings, Implications, and Conclusion of the Study**

This chapter includes the summary of findings for the study conducted on the examining teachers' methodologies used based on their perception of meaning-making in literacy for English learners and Long-term English learners. This chapter is organized into four parts. The first part contains the summary of the study conducted. The second part holds the presentation and discussion of the findings. The third part discusses the limitations of the study. The fourth, and final part, reviews the implications and conclusion for the study.

#### **Summary of the Study**

This study focused on how meaning-making in literacy instruction is taught to English learners from kinder through sixth grade. The goal of this study was to understand how English learners at the elementary level become Long-term English learners.

Guided by social semiotic theory, this study looked at how the relationship between teachers' perspective of meaning-making guided the literacy methodologies used for meaning-making in literacy, the themes that emerged from teachers' definitions of meaning-making, and the themes that emerged from the goals teachers had for their English learners and Long-term English learners.

Elements of didactic pedagogy such as the use of a set curriculum or the teaching of grammar and spelling rules was observed in all six classrooms. Elements of authentic pedagogy such as the use of a picture walk prior to reading a text and using topics that interest students to make lessons meaningful were seen during observations. Teachers had elements of functional pedagogy such as using real-world text and asking questions to help with student comprehension.

Critical literacy strategies were observed such as using topics that focused on social issues and helping students to understand multiple perspectives.

A variety of strategies from all four types of literacy pedagogies were observed being implemented in the classrooms. Activities, that are meant to bring value and purpose to content, were used, not to add value and purpose but because they were part of the lesson designed by the publisher. Real-world issues were addressed, but only superficially.

Key findings developed in the understanding of how meaning-making in literacy was guided by the teachers' own interpretation of meaning-making. The outcomes and goals guided the teachers' literacy pedagogy. How teachers interpreted meaning-making was seen in the teachers' representation in terms of classroom instruction.

### **Problem**

Despite the variety of measures that have been taken at the federal and state level, between one quarter to one half of all English learners (Freeman et al., 2016), who have been receiving English instruction for their entire educational career are considered non-English proficient after five to seven years of education in US schools. Longer-term English learners are not meeting grade-level standards and have difficulties with reading, writing, and academic vocabulary (The Glossary of Education Reform, 2015) and for this reason, have fallen behind not only English-only students but other English learner groups as well. Many LTELs are bilingual and are proficient in everyday English but lack mastery of academic vocabulary. Long-term English learners have not been given the proper English language development support and many have been placed inappropriately in classes and/or in groups by teachers for targeted instruction (Freeman et al., 2016).

The gaps in reading performance among Long-term English learners have been associated with gaps in their vocabulary knowledge (Carlo et al., 2004). Waiting for English learners to become proficient in English before teaching content has resulted in English learners not having access to rigorous subject matter or the opportunity to develop specialized academic vocabulary (Stoddart et al., 2002) and, therefore, being unable to meet district requirements for reclassification that has allowed English learners to be classified as Long-term English learners.

### **Research Questions**

1. How does teachers' perception of meaning-making in literacy and the goals set for students drive the delivery of literacy instruction for English learners and Long-term English learners?
2. How do teachers provide opportunities to develop strong meaning-making skills in literacy instruction for Long-term English learners?
3. To what extent does the teacher's perception of reading, delivery of instruction, and planning reflect meaning-making for English learners and Long-term English learners?
4. What recommendations can be made to educators and administrators who are responsible for professional development in regard to providing a strong literacy program intended to empower English learners and Long-term English learners in developing their meaning-making abilities?

### **Summary of Methods**

The methodology used in this study was qualitative in nature. Specifically, narrative inquiry (Creswell & Poth, 2018) was used to gather the voices of teachers and allow their voices to express their expertise in teaching meaning-making in literacy to English learners, Long-term English learners, or both (Sperling & Appleman, 2011). Data was gathered through semi-formal



interviews, classroom observations, and lesson plans. Open-ended questions were used to allow the researcher to inquire about how meaning-making in literacy was taught in the classrooms. By listening to the voices of the participants and observing them in the classroom, how teachers approach the teaching of meaning-making in literacy was determined (Connelly & Clandinin, 1990).

Using narrative inquiry research design, elementary teachers in the K-12 setting who taught English learners, Long-term English learners, or both were interviewed once, followed by a follow-up meeting to allow them to review their transcript of the interview and allow them the opportunity to make any clarifications. Each interview was approximately 20 minutes in length. Interviews took place during non-contractual hours at the school site. Classroom observations took place during literacy instruction for a 20-minute period and were used to “supplement and clarify data derived from participant interviews” (Polkinghorne, 2005, p. 143). During classroom observations, current and past lesson plans (of the educators choosing) were gathered.

Participants who were selected to participate in this study were done so by using a purposive sample. Participants were chosen to ensure that the “research is enriching the understanding of an experience” and participants were “not random or left to chance” to make sure that the data gathered was provided by “individuals who can provide relevant descriptions to and experience are primarily those who have had or are having the experience” (Polkinghorne, 2005, p. 140).

### **Limitations**

There were four limitations present in this study. The first limitation was the size of the participants in the study. There were only six participants in a school of 35 teachers. Despite the small number of participants, all but one grade-level was represented providing a vertical snap

shoot of the school where the study took place. The second limitation was the fact that the study took place in only one of the district's 59 elementary schools. The third limitation was time. It would have been beneficial to be able to conduct the study over the course of a whole academic school year. Returning throughout the school year would have provided a clearer picture of the teachers' understanding and infusion of meaning-making as the school progressed and student's ability increased. The fourth limitation was the lack of the student's voice. Meaning-making is a cycle that includes how the receiver of information interrupts the information being presented. Interviewing English learners or Long-term English learners would have provided a deeper understanding of the meaning-making cycle in the classroom. Student's voices would add valuable information and the ability to understanding if the teachers' objective of the lesson was communicated to students as planned by the teacher.

### **Findings and Discussion**

The findings of this study made the need for professional development in meaning-making clear. Professional development that focuses on shifting a teachers' perception of literacy from reading for the purpose a passing test and being successful in the next grade-level to literacy as a tool to combat the social and cultural inequalities English learners and Long-term English learners face. As teachers realize the difference between teaching literacy as more than grades on a report card, the strategies that were being used in the classroom will transform from superficial activities to activities with the purpose of critically analyzing a text's representation, communication, and its interpretation.

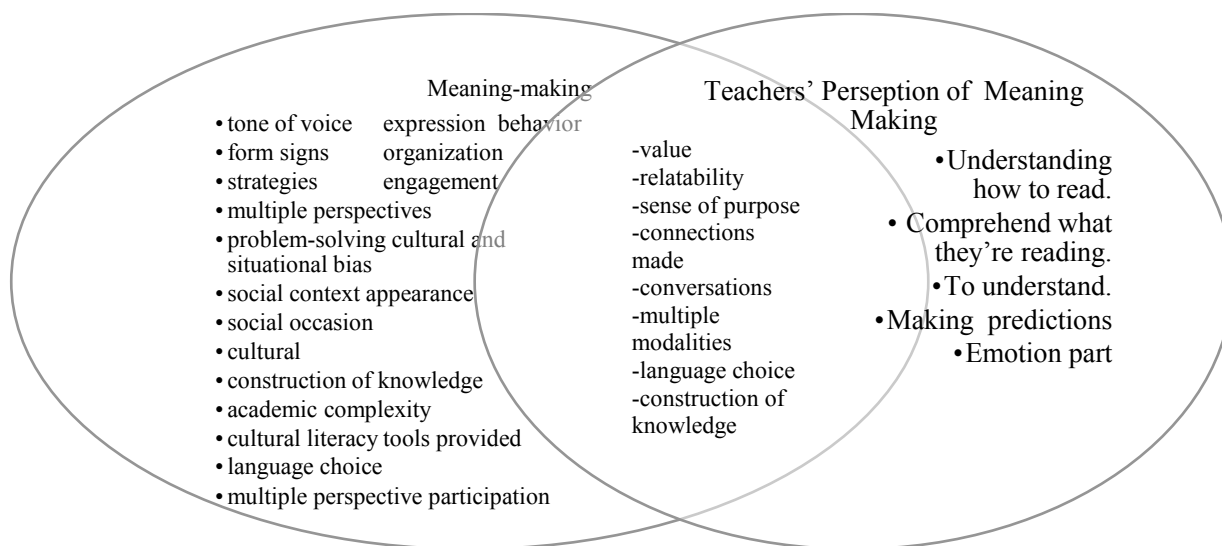
This study provided a glimpse of how teachers' perception of meaning-making in literacy influenced how teachers provided time to practice the elements of meaning-making in literacy lessons for English learners and Long-term English learners at an urban elementary school. It is

the PI's hope that this study would serve to inspire future research that can help guide the development of professional development for teachers of English learners around the topic of meaning-making in literacy to prevent Long-term English learners because as Shor (1992) said, "Something is very wrong with their education when it suppresses instead of develops their skills and intellectual interest" (p. 9).

### **The Great Disconnect**

Despite the fact that the findings of this study cannot be generalized, this study has shown the discrepancy between the definition of meaning-making, based on the literature review, and the teachers' perception of meaning-making in literacy. Figure 6 shows the discrepancy between the definition of meaning-making, based on literature review, and the teachers' understanding of meaning-making in literacy. As noted in Figure 6, a small number of elements of meaning-making did overlap. While developing the definition of meaning-making through the use of the literature review conducted for this study, it was interesting to note that meaning-making for the purpose of answering comprehension questions did not come up but was the foundation of the teachers' definition.

The ability to read for the purpose of answering questions was two teachers' definition of meaning-making. Questions that were asked were neutral in nature. The questions were safe, students were not asked to "ask why or to learn" (Shor, 1992, p. 12); the question asked the students to focus on the author's intentions. When students' "task is to memorize rules and existing knowledge, without questioning the subject matter or learning process, their potential for critical thought and action will be restricted" (Shor, 1992, p. 12).



Source: Adapted from Kalantzis et al., 2016, p. 217

*Figure 6: Meaning-making*

The discrepancy between meaning-making as defined by the literature review and the teachers' definitions give the impression that despite the shift to standards that support a deeper understanding of content, traditional education has not been eradicated from the classroom. Traditional education communicates to students that their role in education is to listen and learn. Students are “told so much and asked to think a do so little” . . . “prepare[ing] students to fit into an education and society not run for them or by them but rather set up for and run by elites” (Shor, 1992, p. 20).

Meaning-making, on the other hand, “educates students to be critical citizens who think, challenge, take risks, and believe that their action will make a difference in the larger society” (Shor, 1992, p. 16).

### **Research Question 1**

*How teachers' perception of meaning-making in literacy and the goals set for students drive the delivery of literacy instruction for English learners and Long-term English learners?*

Walking into my very own classroom 15 years ago, I had this notion that my students would meet my expectations as long as I did my due diligence and prepared for the lesson. The lesson itself had to be perfect. It was important to incorporate all the elements a “good lesson” had to have, according to my district’s new teacher academy. I measured my students’ achievement based on how they did on their district benchmarks and end of unit tests. Student engagement was based on how well students behaved in class, especially when administration would visit the classroom. I rarely, if ever, called on students who did not raise their hand. That is where my understanding of meaning-making in literacy ended. It never occurred to me the importance of teaching my English learners, all my students were English learners, the “complex and active process of meaning-making” (Lemke, 1998, p. 3). How I understood meaning-making in literacy was supposed to look like, is how I taught.

I was no different than the teachers I observed for this study. The perception of meaning-making in literacy had a great impact on how literacy was delivered in all but one of the teachers’ classrooms. Their understanding of meaning-making in literacy not only guided their lessons but guided the goals and objectives for each of their lessons as well.

Nine themes emerged when analyzing teachers’ perception of meaning-making. The nine themes that emerged were values, relatability, sense of purpose, connections made, modalities, language choice, construction of knowledge, conversations, reading comprehension, and emotional. Value was perceived as, “making it real for the students. Relatability was seen as something that they can use in their practical life and the ability to make connections. Sense of

purpose was perceived as providing students with the love of learning in order to foster the students own hunger for learning. Making connections was perceived as the students' ability to make "connections between something they read or word that they come across" (Ms. Rory Interview) throughout the day and across the disciplines. The perception of modalities was the use of all four English Language Arts domains: listening, speaking, reading, and writing.

Language choice was perceived by the use of academic language in oral and written work as well as providing academic experiences that help English learners and Long-term English learners the opportunity to use and learn academic language. Knowledge was constructed through the understanding and ability to explain how things works, as well as being able to explain the connections that students learned. Conversations were constructed to exchange information informally among peers and the ability to help peers understand information. The students' understanding of how to read and make predictions about text was perceived as reading comprehension.

Five themes emerged when analyzing the goals teachers had for their English learners and Long-term English learners. The five themes that emerged were communication, writing, reading, standards based, and making connections. These five themes and the nine themes that emerged based on teachers' perception of meaning-making was the foundation of all six teachers.

Three teachers had communication as part of their goals. These teachers provided an abundance of opportunities for students to orally articulate what they were learning by communication with peers or answering questions throughout the lesson. Two teachers embedded writing goals into their lessons by teaching grammar rules and providing opportunities for students to write what they orally communicated. Four teachers embedded reading into their

goals. These teachers ensured that their students had numerous opportunities to read. They made time during their instruction to allow for the taking of tests to help students meet their words-read goal. They made sure they read both informational and literature-based text to help improve their reading comprehension and to improve their reading intonation. Two teachers-based goals on grade-level standards. One teacher made sure to display success criteria on board for every lesson taught. One teacher had making connections as part of goals. This teacher built upon topics to make connection throughout the year. Figure 7 reflects a summary of teachers' perception of meaning-making. For more detailed tables on each teachers' perception of meaning-making, see Appendices A-L.

Teachers' Definition	
Themes	Textual Evidence
Value	Making it real for the students.
Relatability	Something that they can use in their practical life.
	Making connections.
Sense of purpose	Something that they can want to seek on their own.

Goals and Outcomes		
Themes	Textual Evidence	Observable Evidence
Communication	To articulate orally something that they learned during the lesson	Teacher would rephrase answer using academic vocabulary and would ask student to repeat information using academic vocabulary
	I expect them to be able to answer the comprehension questions that they're asked orally in complete sentences with supporting details or making a connection that supports their answer.	Do you really think the dad is rude, or can it be that he has a different opinion? Are we allowed to disagree with each other? What should we do when we disagree or when we have a different opinion than others?
	If they don't have that understanding, I want them to be able to communicate to me what parts of information they are lacking or what presentation would better assist them in learning that content.	



Connections made	A connection between something they read, or word that they came across	Writing	Be able to write about it	Grammar Rules
			My hope is that it transfers over to when they have to write an answer in written form, like on a comprehension test.	
		Reading	Be able to read about	Picture Walk
			To be able to learn the phonics patterns	Review chart with rules of when you know when to use /ow/ or /ou/
			Be able to read words	Called on students to read word on screen
			Reading successfully	If difficulty reading, sound it out and then repeat.
			I want them to have met their reading goal, which is 40,000 words or surpass the reading goal	Words Read chart on wall
			read with meaning; read with emotion	
Modalities	All the modes. It's in the listening and speaking. It's the reading and writing.			
Language choice	Academic experiences			
	Academic language			
Construction of knowledge	Have an understanding and are able to explain how it would work			
	Explain their understanding			
	Explain their connection to what we learned.			
Conversations	Informal exchange between peers.			
	To turn and assist a peer who is also having issues with that.			

Understanding how to read.

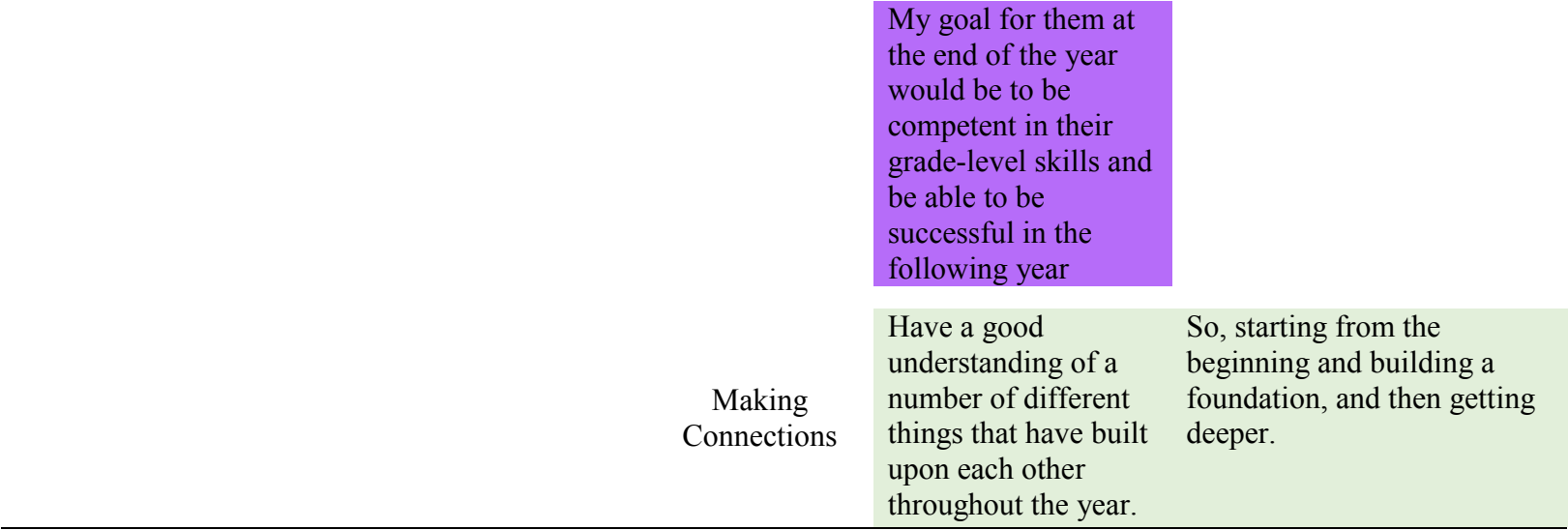
They have to comprehend what they're reading.

Reading Comprehension    They have to understand.

To be able to be successful in comprehending literature text that we read, as well the informational.	
Have an interest on other things, or those things that we've talked about in class.	Teacher allows students to recall the field trip they took and the fun they had.
In the informational is often where I see them not do as well, so I want them to be parallel in scores.	
There're certain key skills they have to know before they can do the next step, so I tend to throw in those success criteria parts.	Textbook used for all three activities.
I want to see understanding, of course, of what the content of the lesson was, according to the standards and according to the scope and sequence.	Following Wonders TE, using story from Wonders

Standards

Making predictions



Legend: Kinder First Second Third Fifth Sixth

Figure 7: Perception of Meaning-making and the Goals Set

## Research Question 2

*How do teachers provide opportunities to develop strong meaning-making skills in literacy instruction for Long-term English learners?*

Teachers' perception of meaning-making strongly influenced how they provided opportunities to develop meaning-making skills in literacy. For the teacher who felt that meaning-making was understanding how to read, lessons focused on learning how to read. For the teacher who described meaning-making as making it real for students, the teacher infused lessons that were connected to real-world problems and solutions.

When I look back at how I provided opportunities to develop meaning-making skills in literacy, I did the same thing as the teachers who participated in this study. It was my responsibility to help my English Learners to answer comprehension questions correctly and in complete sentences. Before having the class read a selection, I would study the questions that were going to be on the test. If the questions were not in the teacher's edition, I made sure I asked them. I taught my students to look for key words in the questions and to find them in the text. I focused on having students number each paragraph and underline the sentence that answered the question. For practice, we worked on rephrasing the sentence they underlined but not change it so much that the question itself was not impeded in their answer. I expected them to cite the paragraph where they found their answer, just as Ms. April did during the observation.

As a Transitional Bilingual Teacher, same as Ms. Charlotte, for my first five years of teaching, using my students' native language was done only to help them transition to English easier and faster. My goal was not to empower them with a strong foundation of their culture, it was to get them to do better on the state test and our mainstream counter parts.

As I conducted the observations for this study, I would jot down the times the teacher would miss the perfect opportunity to engage the class or student in an authentic or critical conversation not remembering, or wanting to remember, that I could have been reviewing a recorded lesson of myself.

Ms. Charlotte infused her understanding of meaning-making by using topics of study her whole class were interested in. During the observation, her class asked to sing a particular song and she started to explain to them that it did not go with their new theme but said "You know what, let's sing it." After the song was song, she found a way to point out elements of the grammar they were working on. She later stated that it was her job to encourage her students to want to learn and enjoy learning so if adding books or songs that interested them is what she needed to do, she would do it.

Ms. April infused her understanding of meaning-making in literacy by helping her students improve their reading fluency. On one of the walls in her classroom, Ms. April had a chart graph with all the names of her students and how many words read they had. Helping with their reading fluency would help them read more books and take more quizzes.

Mrs. Paris infused her understanding of meaning-making in literacy by having her class choral read the lesson's learning objective before, during, and after each vocabulary lesson. At the end of all three vocabulary lessons, Mrs. Paris asked her students to rate their own growth of knowledge based on the lesson's learning objective. During the interview, she mentioned that if for any reason they might have not understood the concept, it did not worry her much because she knew that the program embedded many opportunities to review concepts.

Mrs. Anna infused her meaning-making in literacy understanding by asking students to find where in the text their answer or prediction was supported. When students were asked to

make a prediction, she did mention two prior selections and then ask them to think about the illustrations and what was just read to guide them. During interview, Mrs. Anna talked about the last writing assignment the class had done. As part of the Deconstruction, Joint Construction and, Individual Construction lesson (Martin & Rose, 2005), she guided the class on dissecting writing samples that received 1, 2, 3, or 4 points. Her goal was to help her students understand exactly what she was expecting when they wrote their opinion essays. Mrs. Anna took her class through the element that made each paper worthy of the points it had received; what each paper had and what it was missing. Mrs. Anna stated that the student's individual opinion paper that the students turned in had averaged a 3.5, the best writing scores she had seen all school year.

Teachers' perception of meaning-making was also infused into literacy lessons based on the themes that emerged from the analysis of their definition of meaning-making. Table 2 shows how teachers' perception of meaning-making was infused into their literacy lessons. For more detailed tables of how each teacher infuses meaning-making in literacy, see appendices A-L.

Table 2

*Infusion of Meaning-making in Literacy Lessons*

Meaning-making		Infusion of Meaning-making	
Themes	Textual Evidence	Observable Evidence	
Value	Making it real for the students.	Bring in the pumpkin from field trip	
Relatability	Something that they can use in their practical life.	Planting of pumpkin seeds	
	Making connections.	Reminding students of previous text. Allowing students to talk about personal life.	
Sense of purpose	Something that they can want to seek on their own.	What could you do to make a difference?	

Table 2 (Cont'd.)

Meaning-making	Infusion of Meaning-making	
Connections made	A connection between something they read, or word that they came across.	What did they have in common? What was deferent about their situation?
Modalities	All the modes. It's in the listening and speaking. It's the reading and writing.	Teacher used technology to have students listen to definition of vocabulary words, students spoke with each other to form sentences, and lesson ended with filling out a worksheet.
Language choice	Academic experiences	Using pictures to help understand vocabulary word.
	Academic language	Remind students to use academic vocabulary and sentence frames when responding.
Construction of knowledge	Have an understanding and are able to explain how it would work.	What did the first paragraph say about Lang? Where in the text did you find that?
	Explain their understanding.	Support your prediction with clues from the text.
	Explain their connection to what we learned.	How does this story of Lock relate to the story we read yesterday about the girl and the piano?
Conversations	Informal exchange between peers.	Answer in complete sentences. "Talk it out with your partner and be prepared to explain why."
	To turn and assist a peer who is also having issues with that.	Take out journal and write your prediction after you have talked with your table partner.
Reading comprehension	Understanding how to read.	Called on students to read word on screen. If difficulty reading, sound it out and then repeat.

Table 2 (Cont'd.)

Meaning-making	Infusion of Meaning-making
They have to comprehend what they're reading.	Questions asked were all found in textbook.
They have to understand.	What do you think her husband thinks about what she is trying to do? How do you know?
Making predictions.	Based on illustration, how do you think the rat burned her tail?

### Research Question 3

*To what extent does the teacher's perception of reading, delivery of instruction, and planning reflect meaning-making for English learners and Long-term English learners?*

The extent of the teacher's perception of reading, delivery of instruction, and planning reflected meaning-making for English learners and Long-term English learners depended on the teachers understanding of meaning-making. I recall planning for and delivering my lessons. Every activity, strategy, even the type of test I used was to see how my students had understood my understanding of meaning-making in literacy revolved around just that, my understanding of meaning-making. My students were getting great test scores, especially during ELD, with a particular reading comprehension. I perfected my lessons and activities around that one strategy. I even extended that strategy to help with math word problems. The strategy worked wonderfully regardless of my students EL level. As long as my student followed each step, I knew they had a good chance at passing comprehension tests. It got to the point where I would subtract points from their test scores if they did not write the steps on the top of their test.

The way Ms. Charlotte allowed her students to respond to questions is one of the ways that her perception of reading, delivery of instruction, and planning reflected meaning-making



for her students, all of which were English learners. Ms. Charlotte taught her class that they had the right to respond without having to wait their turn. Most importantly, she taught her class that they needed to respect their classmates. If more than one student started talking at the same time, one of them would stop. When the student who continued responding finished, eye contact was made with the other student and that student added to the class conversation. Ms. Charlotte ran her classroom conversations the same way a conversation in the real-world would occur. Ms. Charlotte was developing “social awareness” as they learned that language is a “tool that they could use for democratic participation in both the classroom and neighborhood” (Harman, 2018, p. 26).

Ms. April’s use of written and visual media to teach the same sound/spelling rule is an example of her perception of reading, delivery of instruction, and planning reflect meaning-making for her students. Ms. April had stated during her interview that she used videos and songs to ensure that her students remained engaged and would not fall asleep in class.

Mrs. Emily’s perception of reading, delivery of instruction, and planning reflect meaning-making for her students was seen in how she called on students to read the story. The vocabulary lesson and picture walk were two scaffolds Mrs. Emily used to help her students be able to read the text with more ease. Using name sticks to call on students helped her to randomly call on students to answer questions. When students saw the name sticks, they knew without being told that they needed to remain engaged and ready to answer questions or read because their name might get picked.

Ms. Rory, the third-grade teacher, is a prime example of how her perception of reading guided the activities she carefully used in her classroom. For example, Ms. Rory stated:

## Literacies: Examining Teachers' Perception of Meaning-Making

I make sure that it [lesson] involves a lot of transitions. Whether being from student peer to peer, student groups, or even location in the room. I'm making sure that I'm giving them questions that force them to reflect on what they read or go back to the text. Then I make sure that I give them an opportunity to think about it, think pair share and discuss it, prior to volunteering or being called upon.

By combining all four literacies throughout the lessons she delivers, helps her students to answer comprehension questions.

Mrs. Paris' perception of reading, delivery of instruction, and planning reflect meaning-making for her students was mentioned during her interview when she stated:

I'd ask a question, and then, that would start to elicit some information or skills that they know. But, by the very end, I'd ask them that same question, but then I'd see, Okay, can they answer that more thoroughly than they could before? Do they have more strengths about it or still some areas of gaps?

This supported her focus on standards.

### Research Question 4

*What recommendations can be made to educators and administrators who are responsible for professional development in regard to providing a strong literacy program intended to empower English learners and Long-term English learners in developing their meaning-making abilities?*

Over the years the educational pendulum has swung between meaning vs. phonics (Nichols, 2009). Nichols (2009) made a statement that struck a chord when in her article she stated, "Just as a pendulum drives a clock, educators know that, given enough time, the opposing form of any trend will tick their way" (p. 1). This pendulum contributes to how teachers

interpreted their role and responsibility on teaching meaning-making in literacy to English learners. The confusion between focusing on passing high-stakes state tests contradicted the foundations of the state's ELA/ELD standards and framework.

Nichols (2009) continued to state what teachers have said time and time again, teachers have been caught in the middle, "hopping in the mist of the swirling ideologies" (Nichols, 2009, p. 3).

Two recommendations emerged based on the data gathered from this study.

1. Theoretical Background on Literacy Pedagogy and Methodology: In order for teachers to better meet the needs of their ELs and LTELs, it is necessary for teachers to understand how literacy works and the components associated to pedagogy and methodology that publishers use when developing curriculum. Teachers have become too reliant on what, how, and when they should teach what the curriculum tells them to teach, instead of being tools for them to use (Nichols, 2009). They lack the understanding of what English learners have difficulties with and why. Most importantly, because of the lack of understanding, if the curriculum does not explicitly tell them what to do to address the academic needs of English Learners, teachers just move on without providing the services needed through consistency and coherence (Olsen, 2014) from grade-level to grade-level or from program to program.

Teachers need to understand the history of literacy instruction and all the components of both sides of literacy instruction, stressing meaning and stressing phonics. Having a strong understanding of both sides will allow teachers to use curriculum that is provided to them as tools and help them to better understand what their students need in order to meet their needs. A statement that Nichols (2009) used around this issue was

spot on. It stated, “Ultimately, teachers must have access to truth and power if they are to create professional norms that nurture effective instruction and support efforts to help children become proficient readers” (Nichols, 2009, p. 4).

2. Professional Development based on the Understanding of Meaning-making as More Than Reading Comprehension: To properly address current state standards, teachers need to move away from viewing readings purpose to make meaning of text to simply pass a test. To be able to “analyze critical works of literature . . . engage in collaborative conversations, sharing and reforming viewpoints through a variety of written and speaking applications” (California State Board of Education, 2013, p. v), teachers need to be able to help students understand that communication is organized like verbal language as a goal to be understood. During collaborative conversations, students need to understand that “meaning is always negotiated” (Hodge & Kress, 1988, p. 12) and that they should not “assume that texts produce exactly the meanings and effects that their authors hope for” (Hodge & Kress, 1988, p. 12). In order for students to become critical thinkers and problem solvers who have the “skills and knowledge necessary to be ready to assume their position in our global economy” (California State Board of Education, 2013, p. v), teachers must first understand what it means to be critical thinkers and problem solvers and how to teach those skills to students. That being said, teachers need to be able to guide students to “use what they have been given . . . they are fully makers and remakers of . . . meaning” (Kalantzis et al., 2016, p. 226) in order to become “an active designer of meaning, . . . [allowing them to be] open to differences, problem-solving, change and innovation” (Kalantzis et al., 2016, p. 226). It is also necessary to

provide opportunities for teachers to see the importance of developing “students’ dispositions to question knowledge” (Harman, 2018, p. 25).

### **Implications**

Despite the variety of measures that have been taken at the federal and state level, between one quarter to one half of all English learners (Freeman et al., 2016) who have been receiving English instruction for their entire educational career are considered non-English proficient after five to seven years of education in US schools and classified as Long-term English learners.

In order to see the number of English learners being classified as Long-term English learners decrease at the elementary level, it is necessary to put sustainable, systematic measures in place to support teachers as they continue to learn about the specific needs of English learners. Understanding that meaning-making goes beyond the ability to “gain . . . cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts” (California State Board of Education, 2013, p. 46) it gives students a “sense of purpose, value, especially of a metaphysical or spiritual kind” (Hodge, 2017, p. 7) giving them the tools they need to “challenge underlying ideologies of language majority discourse” (Harman, 2018, p. 2) is necessary in providing equity in literacy education. When there is no meaning-making, there is no equity.

### **Conclusion**

This study set out to gather the voices of six experienced teachers in order to collect their experience in teaching meaning-making in literacy to Long-term English learners. Guided by social semiotics theory (Hodge 2017; Kress, 2010), their stories were analyzed to determine the teachers’ understanding of meaning-making in all forms, verbal and non-verbal, and across all

modes of language (Hodge, 2017) and how teachers infused meaning-making in literacy instruction. Defined by Saussure as “the science of life of signs in society” (Hodge & Kress, 1988, p. 1), social semiotics theory came out of the need to find a way to critically analyze how language and meaning are used in social issues and problems to understand how meaning-making occurs (Hodge, 2017).

The results of the study pointed out the need to continue the educational development of teachers after the clearing of their credentials. Teachers' understanding of meaning-making in literacy is based on their understanding of state standards. Reading goals for their students are set on their belief of education's ultimate purpose for learning how to read. Teachers depend on following a pre-set curriculum to deliver literacy instruction.

Stopping the path starts in elementary school for a Long-term English Learner to become English proficient. It is up to elementary school administration and teachers to understand the needs of their English learners and provide high-quality academic supports that remain consistent across grade levels (Olsen, 2014). Teachers need to understand their role in providing a learning environment where rigorous academic instruction's goal is to open doors of opportunity for English learners, not reasons to continue to fail, is their number one priority. Providing professional development to help elementary teachers understand meaning-making in literacy provides English learners with the power and tools necessary to challenge underlying ideologies of the language majority discourse and give ELs a sense of purpose and value paving the way to educational equity.

### **Reimagining: Pedagogical or Ideological**

The findings of this study suggest that how teachers view the role of reading and reading comprehension drive the pedagogical decisions made when teaching literacy to English learners

and Long-term English learners. Teachers work hard to meet the needs they feel are most important for their students' success in school. Their view on what are necessary skills for academic achievement has developed over their teaching career based on the professional development and conversations that are held around how to increase test scores. Year after year, when the results of the state's summative test are released, teachers around the district are asked to explain test score trends and plan what strategies they were going to use to help increase test scores.

After working in grade-level groups and choosing the strategies for the year, teachers plan on how they are going to implement said strategies into their daily routines. For the most part, the strategies that are chosen are those that are found in all four literacies mentioned in this study. The problem is not that teachers do not know how to implement the strategies properly; the problem is that they are implemented based on the goals they have. Strategies are used to meet the specific goals teachers set for their English learners and Long-term English learners. The strategies used have the potential to engage English learners and Long-term English learners in a learning environment that produces students who are aware of social and cultural issues, know what semiotic resources they can use to analyze information, and are able to hold discussion by framing their ideas in such power ways that they force the world to listen. All that is stopping this from happening is the fact that teachers see the role of meaning-making in literacy as the study of strategies to help improve test scores.

The overall findings of this study suggest that teachers do not facilitate meaning-making during literacy lessons. English learners and Long-term English learners are given "access" to rigorous academic content during literacy lessons, but they are not given the tools they need to use the information they learn to combat social and cultural inequities. English learners and

Long-term English learners need to have the skills and resources necessary to tackle complex academic content, including social and cultural issues, on their own without the guidance of their teacher. Saying that we are providing access to rigorous academic content is not enough. They need to learn how to voice their disagreement, discuss their opinions, especially about social and cultural issues, and how to come up with solutions to the problems they face today in order to be prepared to solve the problems they will face in the future. English learners and Long-term English learners also need to be able to understand how information is framed and its purpose. They need opportunities to analyze how tone of voice, body language, and word choice influence the interpretation of messages. English learners and Long-term English learners also need a safe place, such as the classroom, to practice with their own tone of voice, body language, and word choice to understand how these elements influence how they and their message are received. Without the incorporation of meaning-making skills, English learners and Long-term English learners are being silenced and will continue to be silenced until the ideologies around literacy shifts from passing tests to preparing students to face the world outside of the classroom. Until this shift occurs, English learners and Long-term English learners will continue to receive instruction that falls short of the education they deserve.

Administrators and district leaders need to reconsider the message that they send to teachers. How teachers are interpreting the message they are currently hearing is being played out in their classrooms. They need to decide what is important for English learners and Long-term English learners' educational needs. They need to identify their top priority and work on developing goals that will guide teachers towards meeting proprieties. Site administration and district leadership need to reframe the message currently being sent about the importance of test scores to a message that focuses on providing English learners and Long-term English learners



with the skills they need to stand up to social and cultural inequities, through the professional development that sites and the district provides. In addition to focusing on strategies that can be implemented to improve test scores, professional development needs to be based around building teachers' knowledge about the inequities English learners and Long-term English learners face and how the role the educational system has played in creating these inequities. The new message should also include how educational inequities can be challenged by providing English learners and Long-term English learners literacy instruction with the goal of producing critical thinkers. Literacy instruction should focus on teaching students how to interpret the tools used by authors to understand the purpose behind the author's message. Literacy instruction should also include teaching students how to use the same tools that authors use to communicate their own message to others. Teachers' ideologies about literacy seem to develop over time and appear to be influenced by the message they usually heard at professional development meetings. Once the message shifts, overtime, teachers' ideologies can also shift. Until this shift occurs, education will continue to fail English learners and Long-term English learners.

## References

- Abedi, J. (2004). The *No Child Left Behind Act* and English language learners: Assessment and accountability issues. *Educational Researcher*, 33(1), 4-14. <https://doi.org/10.3102/0013189X033001004>
- Abednia, A., & Crookes, G. V. (2019). Critical literacy as a pedagogical goal in English language teaching. *Second Language Studies*, 37(1), 1-33. Retrieved from <http://www.hawaii.edu/sls/wp-content/uploads/2019/02/Abednia-Crookes.pdf>
- Affeldt, J. T. (2015). New accountability in California through local control funding reforms: The promise and the gaps. *Education Policy Analysis Archives*, 23(23). <http://dx.doi.org/10.14507/epaa.v23.2023>
- Alexander, R. J. (2008). *Education for all, the quality imperative and the problem of pedagogy*. Brighton: Consortium for Research on Educational Access, Transitions and Equity. Retrieved from [http://www.create-rpc.org/pdf\\_documents/PTA20.pdf](http://www.create-rpc.org/pdf_documents/PTA20.pdf)
- Al-Jarf, R. (2018). Exploring discourse and creativity in facebook creative writing by non-native speakers. In M. Danesi (Ed.), *Empirical research on semiotics and visual rhetoric* (pp. 1-31). Hershey, PA: IGI Global. doi:10. 4018/978-1-5225-5622-0.ch001
- Anyon, J. (2011). *Marx and education*. New York, NY: Routledge.
- Armas, E., Lavadenz, M., & Olsen, L. (2015). *Falling short on the promise to English learners: A report on year one LCAPS*. Retrieved from [http://www.laurieolsen.com/uploads/2/5/4/9/25499564/a\\_report\\_on\\_year\\_one\\_lcaps\\_2015-04-22.pdf](http://www.laurieolsen.com/uploads/2/5/4/9/25499564/a_report_on_year_one_lcaps_2015-04-22.pdf)
- Bean, T., & Moni, K. B. (2003). *Developing students' critical literacy: Exploring identity construction in young adult fiction*. Retrieved from <http://www.unm.edu/~ehk1/pdf/LiteracyYoungAdult.pdf>

## Literacies: Examining Teachers' Perception of Meaning-Making

- Böck, M., & Pachler, N. (Eds). (2013). *Multimodality and social semiosis: Communication, meaning-making, and learning in the work of Gunther Kress*. New York, NY: Routledge.
- Borko, H., & Koellner, K. (2008). *Situativity: A theoretical lens for designing and studying programs of professional development*. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.562.1936&rep=rep1&type=pdf>
- Briceño, A. (2018). *Alison Briceño: What does the English learner roadmap mean for teachers?* Retrieved from <https://www.californianstogether.org/allison-briceno-what-does-the-english-learner-roadmap-mean-for-teachers/>
- California Department of Education. (2002). *English-language development standards for California public schools: Kindergarten through grade twelve*. Retrieved from <https://www.cde.ca.gov/be/st/ss/documents/englangdevstnd.pdf>
- California Department of Education. (2014). *California English Language Development Standards Kindergarten Through Grade 12*. Sacramento, CA: Department of Education. Retrieved from <https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>
- California Department of Education. (2015). *English language arts/English language development framework for California public schools*. Retrieved from [cde.ca.gov/ci/rl/cf/documents/elaeldfwintro.pdf](https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwintro.pdf)
- California Department of Education. (2016). *State accountability report card: Reported using data from the 2014-2015 school year*. Data Visualization and Reporting. Sacramento, CA: Author.
- California Department of Education. (2018). *English Learner Forms: Samples of commonly used English Learner program document templates that may be used by a local educational agency*. Retrieved from <https://www.cde.ca.gov/ta/cr/el/forms.asp>

- California Department of Education. (2019a). *English learner roadmap: Guide to assist local educational agencies to implement California's 21st century college-and-career-ready standards, curriculum, instruction programs, and assessments*. Retrieved from <https://www.cde.ca.gov/sp/el/rm/>
- California Department of Education. (2019b). *Facts about English learners in California – CalEdFacts*. Retrieved from [cde.ca.gov/ds/sd/cb/cefelfacts.asp](https://www.cde.ca.gov/ds/sd/cb/cefelfacts.asp)
- California Department of Education. (2019c). *Reclassification: Information on how a district determines whether or not an English learner student has sufficient English proficiency to be reclassified as a fluent English speaker*. Retrieved from <https://www.cde.ca.gov/sp/el/rd/>
- California Department of Education. (2019d). *State accountability report card: Reported using data from the 2017-18 school year*. Retrieved from <https://www.cde.ca.gov/ta/ac/sc/documents/streportcard17-18.pdf>
- California School Dashboard. (2018). *State of California: Explore the performance of the state of California under California's accountability system*. Retrieved from <https://www.caschooldashboard.org/reports/ca/2018>
- California State Board of Education. (2013). *Core state standards: English language arts & literacy in history/social studies, science, and technical subjects*. Retrieved from <https://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>
- Carlo, M. S., August, D., McLaughlin, B., Snow, C. E., Dressler, C., Lippman, D. N., . . . & White, C. E. (2004). Closing the gap: Addressing the vocabulary needs of English-language learners in bilingual and mainstream classrooms. *Reading Research Quarterly*, 39(2), 188-215).

- Christenson, S. L., Reschly, A. L., & Wylie, C. (2012). *Handbook of research on student engagement*. New York, NY: Springer.
- Clandinin, D. J., & Connelly, F. M. (2000) *Narrative inquiry: Experience and story in qualitative research*. San Francisco, CA: John Wiley & Sons.
- Clivio, C., & Danesi, M. (2018). In M. Danesi (Ed.), *Empirical research on semiotics and visual rhetoric* (62-70). doi:10.4018/978-1-5225-5622-0.ch004
- Connelly, F. M., & Clandinin, D. J. (1990). Stories of experience and narrative inquiry. *Educational Researcher*, 19(5), 2-14.
- Council of Chief State School Officers. (2016). *Major provisions of Every Student Succeeds Act (ESSA) related to the education of English learners*. Retrieved from <https://ccsso.org/sites/default/files/2017-10/CCSSO%20Resource%20on%20ELs%20and%20ESSA.pdf>
- Costa, S. (2018). Math talk as discourse strategy. In M. Danesi (Ed.), *Empirical research on semiotics and visual rhetoric* (pp. 205-220). Hershey, PA: IGI Global.
- Creswell, J. & Poth, C. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Thousand Oaks, CA: Sage Publications.
- Deely, J., & Semetsky, I. (2017). Semiotics, edusemiotics and the culture of education. *Educational Philosophy and Theory*, 49(3), 207-219. doi:10.1080/00131857.2016.1190265
- EdSource. (2016). *Welcome to the local control funding formula guide*. Retrieved from <https://edsources.org/2016/local-control-funding-formula-guide-lcff/89272>
- Every Student Succeeds Act*. (2015). *Public Law 114-95*. Retrieved from <https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf>

- Fajardo, M. F. (2015). A review of critical literacy beliefs and practices of English language learners and teachers. *University of Sydney Papers in TESOL* (pp. 29-57). Retrieved from [http://faculty.edfac.usyd.edu.au/projects/usp\\_in\\_tesol/pdf/volume10/Article02.pdf](http://faculty.edfac.usyd.edu.au/projects/usp_in_tesol/pdf/volume10/Article02.pdf)
- FindLaw. (n.d.). *Title IV of the Civil Rights Act of 1964: Desegregation of education*. Retrieved from <https://civilrights.findlaw.com/discrimination/title-iv-of-the-civil-rights-act-of-1964-desegregation-of-public.html>
- Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter? In S. L. Christenson, A. L. Reschly, & C. Wylie (Eds.), *Handbook of research on student engagement* (pp. 97-131). New York, NY: Spinner Science + Business Media. <http://dx.doi.org/10.1007/978-1-4614-2018-7>
- Flint, T. (2018). The price of inequality: The achievement gap and the high cost to America's future. *California Schools Magazine*, (77)1, 24-33.
- Fraser, (1997). *Justice interruptus: Critical reflections on the "postsocialist" condition*. New York, NY: Routledge.
- Freeman, Y. S., Freeman, D. E., Soto, M., & Ebe, A. (2016). *ESL teaching: Principles for success*. Portsmouth, NH: Heinemann.
- Freire, P. (2000) *Pedagogy of the oppressed*. New York, NY: Continuum
- Gándara, P., Maxwell-Jolly, J., & Driscoll, A. (2005). *Listening to teachers of English language learners: A survey of California teachers' challenges, experiences, and professional development needs*. Retrieved from <https://files.eric.ed.gov/fulltext/ED491701.pdf>

- Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., & Yoon, K. S. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal*, 38(4), 915-945. Retrieved from [http://www.artsintegrationpd.org/wp-content/uploads/2017/07/What-makes-PD-effective-Garet\\_et\\_al.pdf](http://www.artsintegrationpd.org/wp-content/uploads/2017/07/What-makes-PD-effective-Garet_et_al.pdf)
- Gold, N. C. (1992). *Solving the shortage of bilingual teachers: Policy implications of California's staffing initiative for LEP Students*. Retrieved from [https://ncela.ed.gov/files/rcd/BE019299/Solving\\_The\\_Shortage.pdf](https://ncela.ed.gov/files/rcd/BE019299/Solving_The_Shortage.pdf)
- Gunning, T. G. (2013). *Creating literacy instruction for all students* (8th ed.). Upper Saddle River, NJ: Pearson Education.
- Hakuta, K. (2018). Assessment of content and language in light of the new standards: challenges and opportunities for English language learners. *The Journal of Negro Education* 82(4), 433-441.
- Harman, R. M. (2018). Transforming normative discourses of schooling: Critical systemic functional linguistic praxis. In R. Harman (Ed.), *Bilingual learners and social equity: Critical approaches to systemic functional linguistics* (pp. 1-20). Switzerland: Springer International Publishing. doi:10.1007/978-3-319-60953-9\_1
- Harvard University. (2019). More learning in 'active learning' classrooms, but students don't know it. *ScienceDaily*. Retrieved from [www.sciencedaily.com/releases/2019/09/190905171810.htm](http://www.sciencedaily.com/releases/2019/09/190905171810.htm)
- Hervey, S. (n.d.). *Raising student achievement through professional development*. Retrieved from <https://www.generationready.com/raising-student-achievement-through-professional-development/>

- Hill, L. E. (2012). *California's English learner students*. Retrieved from <https://www.ppic.org/publication/californias-english-learner-students/>
- Hodge, B. (2017). *Social semiotics for a complex world*. Malden, MA: Polity Press.
- Hodge, R., & Kress, G. (1988). *Social semiotics*. Ithaca, NY: Cornell University Press.
- Jenkins, L. (2012, Nov/Dec). Speaking out: Stop the pendulum. *Principals, The STEM Issue*, pp. 38-39. Retrieved from [https://www.naesp.org/sites/default/files/Jenkins\\_ND12.pdf](https://www.naesp.org/sites/default/files/Jenkins_ND12.pdf)
- Jimenez-Castellanos, O. (2010). School finance and English language learners: A legislative perspective. *Association of Mexican American Educators Journal* 4(1),12-21.
- Johnson, H. A., & Barrett, L. C. (2017). Your teaching strategy matters: How engagement impacts application in health information literacy instruction. *Journal of the Medical Library Association: JMLA*, 105(1), 44-48. doi:10.5195/jmla.2017.8
- Kalantzis, M., Cope, B., Chan, E., & Daley-Trim, L. D. (2016). *Literacies* (2nd ed.). Port Melbourne, Australia: Cambridge University Press
- Keane, W. (2018). On semiotic ideology. *Signs and Society*, 6(1), 64-87. Retrieved from <https://www.journals.uchicago.edu/doi/pdfplus/10.1086/695387>
- Kinniburgh, L. H., & Prew, S. S. (2010). Question answer relationships (QAR) in the primary grades: Laying the foundation for reading comprehension. *International Journal of Early Childhood Special Education*, 2(1) 31-44.
- Kress, G. (2010). *Multimodality: A social semiotic approach to contemporary communication*. New York, NY: Routledge
- Lemke, J. L. (1998). *Metamedia literacy: Transforming meanings and media*. Retrieved from [https://www.academia.edu/3033668/Metamedia\\_literacy\\_Transforming\\_meanings\\_and\\_media](https://www.academia.edu/3033668/Metamedia_literacy_Transforming_meanings_and_media)



- Liendo, P. J., & Massi, M. P. (2017). Academic literacy, genres and competences: A didactic model for teaching English to translation students. *Estudios de lingüística inglesa aplicada*, 17, 251-272. doi:10.12795/elia.2017.i17.11
- Luke, A. (2018). Pedagogy as gift. In A. Luke (Ed.) *Critical literacy, schooling, and social justice: The selected works of Allen Luke* (pp. 272-296). New York, NY: Routledge.
- Luke, A., & Dooley, K. T. (1999). Critical literacy and second language learning. In *Handbook of research on second language teaching and learning* (Vol. 2). Retrieved from <http://eprints.qut.edu.au/28199/1/c28199.pdf>
- Luke, A., & Dooley, K. T. (2009). Critical literacy and second language learning. In *Handbook of research on second language teaching and learning*. New York, NY: Routledge.
- Mahatmya, D., Lohman, B. J., Matjasko, J. L., & Farb, A. F. (2012). Engagement across developmental periods. In S. L. Christenson, A. L. Reschly, & C. Wylie (Eds.), *Handbook of Research on Student Engagement* (pp. 45-63). Retrieved from [https://lib.dr.iastate.edu/cgi/viewcontent.cgi?article=1023&context=hdfs\\_pubs](https://lib.dr.iastate.edu/cgi/viewcontent.cgi?article=1023&context=hdfs_pubs)
- Martin, J. R., & Rose, D. (2005). Designing literacy pedagogy: Scaffolding asymmetries. *Continuing discourse on language*, 251-280.
- Maxwell-Jolly, J., & Gándara, P. (2006). Crucial issues in preparing teachers for diversity. *Crucial Issues in Education: Rekindling Reform*, (2006), 1-25. Retrieved from [https://education.ucdavis.edu/sites/main/files/Crucial\\_Teacher\\_Issues.pdf](https://education.ucdavis.edu/sites/main/files/Crucial_Teacher_Issues.pdf)
- Mencken, K., Klein, T., & Chae, N. (2012). Spotlight on “Long-term English language learners”: Characteristics and prior schooling experiences of an invisible population. *International Multilingual Research Journal*, 6(2), 131-142.

## Literacies: Examining Teachers' Perception of Meaning-Making

- Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation*. San Francisco: CA. John Wiley & Sons.
- Miles, K. H., & Feinberg, R. (2014). *Seizing the moment for transformation: California's local control funding formula*. San Francisco, CA: Educational Resource Strategies.
- Mildenhall, P. (2013). Using semiotic resources to build images when teaching the part-whole model of fractions. *Mathematics Education Research Group of Australasia*. Retrieved from <https://files.eric.ed.gov/fulltext/ED572981.pdf>
- Millard, M. (2015). *State funding mechanisms for English language learners*. Retrieved from <https://files.eric.ed.gov/fulltext/ED556739.pdf>
- Mizell, H. (2010). *Why professional development matters*. Oxford, OH: Learning Forward. Retrieved from [https://learningforward.org/docs/default-source/pdf/why\\_pd\\_matters\\_web.pdf](https://learningforward.org/docs/default-source/pdf/why_pd_matters_web.pdf)
- Mora, J. K. (2000). Staying the course in times of change: Preparing teachers for language minority education. *Journal of Teacher Education*, 51(5), 345-357.
- National Alliance for Public Charter Schools, (2013). *Delivering on the dream: Annual Report*. Retrieved from [https://www.publiccharters.org/sites/default/files/migrated/wp-content/uploads/2014/04/NAPCS\\_13-SinglePages-lr.pdf](https://www.publiccharters.org/sites/default/files/migrated/wp-content/uploads/2014/04/NAPCS_13-SinglePages-lr.pdf)
- National Clearinghouse for English Language Acquisition. (2006). *Q: What legal obligations do schools have to English language learners (ELLs)?* Retrieved from <https://ncela.ed.gov/faqs/view/6>
- Nichols, J. R. (2009). Pendulum swing in reading instruction. *In Sight: Rivier Academic Journal*, 5(1). Retrieved from <https://www2.rivier.edu/journal/ROAJ-Spring-2009/J257-Nichols.pdf>

- No Child Left Behind*. (2002). *Public law 107-110: An Act to close the achievement gap with accountability, flexibility, and choice, so that no child is left behind*. Retrieved from <http://www2.ed.gov/policy/elsec/leg/esea02/107-110.pdf>
- Olsen, L. (2010). *Reparable harm: Fulfilling the unkept promise of educational opportunity for California's long term English learners*. Californians Together. Retrieved from <http://www.ctdev.changeagentsproductions.org/wp-content/uploads/2015/01/ReparableHarm2ndedition.pdf>
- Olsen, L. (2014). *Meeting the unique needs of long term English language learners: A guide for educators*. National Education Association. Retrieved from [https://www.rcoe.us/educational-services/files/2012/08/NEA\\_Meeting\\_the\\_Unique\\_Needs\\_of\\_LTEs.pdf](https://www.rcoe.us/educational-services/files/2012/08/NEA_Meeting_the_Unique_Needs_of_LTEs.pdf)
- Oshri, I., Henfridsson, O., & Kotlarsky, J. (2018). Re-representation as work design in outsourcing: A semiotic view. *MIS Quarterly: Management Information Systems*, 42(1), 1-23. Retrieved from [https://publications.aston.ac.uk/id/eprint/31653/1/RE\\_REPRESENTATION\\_AS\\_WORK\\_DESIGN.pdf](https://publications.aston.ac.uk/id/eprint/31653/1/RE_REPRESENTATION_AS_WORK_DESIGN.pdf)
- Papadopoulos, I., & Griva, E. (2017). Promoting critical literacy in the EFL context: Implementing a project to young learners. *European Journal of Language and Literature*, 3(1), 107-120. Retrieved from [http://journals.euser.org/files/articles/ejls\\_jan\\_apr\\_17/Isaak.pdf](http://journals.euser.org/files/articles/ejls_jan_apr_17/Isaak.pdf)
- Parmentier, R. J. (2015). Representation, symbol, and semiosis: Signs of a scholarly collaboration. *Signs and Society*, 3(1), 1-7. Retrieved from <https://www.journals.uchicago.edu/doi/pdfplus/10.1086/680470>

- Parodi, G., & Julio, C. (2017). More than words: Contending semiotic systems and the role of disciplinary knowledge in specialized text comprehension. *Ibérica, Revista de la Asociación Europea de Lenguas para Fines Específicos*, (33), 11-35. Retrieved from <http://www.redalyc.org/articulo.oa?id=287050576001>
- Parsons, S. A., & Ward A. E. (2011). The case for authentic tasks in content literacy. *The Reading Teacher*, 64(6), 462-465.
- Polkinghorne, D. E. (2005). Language and meaning: Data collection in qualitative research. *Journal of Counseling Psychology*, 52(2), 137-145
- Poulsen, S. V., Kvåle, G., & van Leeuwen, T. (2018). Social media as semiotic technology. doi:10.1080/10350330.2018.1509815
- Radford, L. (2018). Semiosis and subjectification: The classroom constitution of mathematical subjects. In N. Presmeg, L., Radford, W-M. Roth, G. Kadunz (Eds.), *Signs of signification: Semiotics in mathematics education research* (pp. 21-35). doi:10.1007/978-3-319-70287-2\_2
- Reeve, J. (2012). A self-determination theory perspective on student engagement. In S. L. Christenson, A. L. Reschly, & C. Wylie (Eds.), *Handbook of research on student engagement* (pp. 149-172). New York, NY: Spinner Science + Business Media. <http://dx.doi.org/10.1007/978-1-4614-2018-7>
- Reschly, A. L., & Christenson, S. L. (2012). Jingle, jangle, and conceptual haziness: Evolution and future directions of the engagement construct. In S. L. Christenson, A. L. Reschly, & C. Wylie (Eds.), *Handbook of research on student engagement* (pp. 3-19). New York, NY: Spinner Science + Business Media. <http://dx.doi.org/10.1007/978-1-4614-2018-7>

- Samson, J. F., & Collins, B. W. (2012). *Preparing all teachers to meet the needs of English language learners: Applying research to policy and practice for teacher effectiveness*. Retrieved from [https://cdn.americanprogress.org/wp-content/uploads/issues/2012/04/pdf/ell\\_report.pdf](https://cdn.americanprogress.org/wp-content/uploads/issues/2012/04/pdf/ell_report.pdf)
- Schleppegrell, M., & Moore, J. (2018). Linguistic tools for supporting emergent critical language awareness in the elementary school. In R. Harman (Ed.), *Bilingual learners and social equity: Critical approaches to systemic functional linguistics* (pp. 23-43). Springer, Switzerland.
- Seidman, I. (2013). *Interviewing as qualitative research: A guide for researchers in education & the social sciences* (4th ed.). New York, NY: Teachers College Press.
- Shor, I. (1992). *Empowering education: Critical teaching for social change*. Chicago, IL: The University of Chicago Press.
- Shor, I. (1999). What is critical literacy? *Journal of Pedagogy, Pluralism, and Practice*, (1)4. Retrieved from <https://digitalcommons.lesley.edu/cgi/viewcontent.cgi?article=1052&context=jppp>
- Smith, J. B., Lee, V. E., & Newmann, F. M. (2001). Instruction and Achievement in Chicago Elementary Schools. Improving Chicago's Schools. Retrieved from <https://files.eric.ed.gov/fulltext/ED470298.pdf>
- Skinner, E. A., & Pitzer, J., R., (2012). Developmental dynamics of student engagement, coping, and everyday resilience. In S. L. Christenson, A. L. Reschly, & C. Wylie (Eds.), *Handbook of research on student engagement* (pp. 21-44). New York, NY: Spinner Science + Business Media. <http://dx.doi.org/10.1007/978-1-4614-2018-7>

- Sperling, M., & Appleman, D. (2011). Voice in the context of literacy studies. *Reading Research Quarterly*, 46(1), 70-84.
- Stjernfelt, F. (2011). Signs conveying information: On the range of Peirce's notion of propositions: Dicisigns. *International Journal of Signs and Semiotic Systems (IJSSS)*, 1(2), 40-52.
- Stoddart, T., Pinal, A., Latzke, M., Canaday, D. (2002). Intergating inquiry science and language development for Englsih langauge learners. *Jouranl of Research in Science Teaching*, 39(8), 664-687
- Sugarman, S., & Widess, E. G. (1974). Equal protection for non-English-speaking school children: Lau v. Nichols. *California Law Review*, 61(1), 157-182.
- Swartz, D. (1997). *Culture & power: The sociology of Pierre Bourdieu*. Chicago, IL: University of Chicago Press.
- Taylor, M. (2013). *Updated: An overview of the local control funding formula*. Retrieved from <https://lao.ca.gov/reports/2013/edu/lcff/lcff-072913.pdf>
- The Glossary of Education Reform. (2015). *Long-term English learner*. Retrieved from <https://www.edglossary.org/Long-term-english-learner/>
- Tracey, D. H., & Morrow, L. M. (2017). *Lenses on reading: An introduction to theories and models* (3rd ed.). New York, NY: Guilford Publications.
- Tribastone, M., & Greco, S. (2018). Framing in news discourse: The case of the Charlie Hebdo attack. In M. Danesi (Ed.), *Empirical research on semiotics and visual rhetoric* (pp. 71-85). Hershey, PA: IGI Global.

- Umansky, L. (2018). *State policies to advance English learners' experiences and outcomes in California's schools*. Retrieved from [https://gettingdowntofacts.com/sites/default/files/2018-09/GDTFII\\_Report\\_Umansky.pdf](https://gettingdowntofacts.com/sites/default/files/2018-09/GDTFII_Report_Umansky.pdf)
- U. S. Department of Education. (n.d.). *Part IV: Glossary*. Retrieved from <https://www2.ed.gov/about/offices/list/ocr/ell/edlite-glossary.html>
- U. S. Department of Justice. (2018). *Types of educational opportunities discrimination*. Retrieved from <https://www.justice.gov/crt/types-educational-opportunities-discrimination>
- US Legal. (n.d.). *Lau v. Nichols*. Retrieved from <https://education.uslegal.com/bilingualism/landmark-legislation/lau-v-nichols/>
- Valenzuela, A. (1999). *Subtractive schooling: U.S. - Mexican youth and the politics of caring*. Albany, NY: State University of New York Press.
- Van Dijk, T. A. (2006). Ideology and discourse analysis. *Journal of Political Ideologies*, 11(2), 115-140. Retrieved from <https://pdfs.semanticscholar.org/1fea/65781d4e83e29d10ce4475822d08d686f3bb.pdf>
- van Leeuwen, T. (2005). *Introducing social semiotics*. New York, NY: Routledge
- Walqui, A. (2006). Scaffolding instruction for English language learners: A conceptual framework. *International Journal of Bilingual Education and Bilingualism*, 9(9), 159-180.
- West, J. (2018). Neologisms: Semiotic deconstruction of the new words “lizardy,” “staycation,” and “wannarexia” as peircean indexes of culture. doi:10.4018/978-1-5225-5622-0.ch009
- WestEd. (2016). *Long-term English learner students: Spotlight on an overlooked population*. Retrieved from <https://www.wested.org/wp-content/uploads/2016/11/LTEL-factsheet.pdf>

Yoon, B. (2008). Uninvited guests: The influence of teachers' roles and pedagogies on the positioning of English language learners in the regular classroom. *American Educational Research Journal*, 45(2), 495-522.

Zlatev, J. (2015). Cognitive semiotics. In P. P. Trifonas (Ed.), *International handbook of semiotics* (pp. 1043-1067). Springer, Dordrecht. Retrieved from [https://www.sol.lu.se/media/utbildning/dokument/kurser/SEMNO2/20172/Zlatev2015\\_Handbook.pdf](https://www.sol.lu.se/media/utbildning/dokument/kurser/SEMNO2/20172/Zlatev2015_Handbook.pdf)



# Appendix A

## Perception of Meaning-making in Literacy Textual and Observable Evidence: Ms. Charlotte

Literacy Model	General Indicators	Examples	Textual Evidence (Interview)	Observed Evidence
<b>Didactic</b> (Bottom-up approach)	<ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Teaching of rules in isolation (the right way) <ul style="list-style-type: none"> <li>◦ Spelling Rules</li> <li>◦ Grammar Rules</li> <li>◦ Testing of rules</li> </ul> </li> <li>• Comprehension Instruction <ul style="list-style-type: none"> <li>◦ Multiple choice</li> <li>◦ What the author meant</li> </ul> </li> <li>• Learning Goals</li> <li>• Teacher following textbook</li> <li>• Synthetic phonics</li> </ul>	<ul style="list-style-type: none"> <li>• Sound and letter correspondence</li> <li>• Author's purpose</li> <li>• Explicit instruction</li> <li>• Copying, repetition, memorization, applying of rules <ul style="list-style-type: none"> <li>◦ Spelling test</li> <li>◦ Dictation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Things that they automatically may know, then do the other</li> <li>• Build that rote memory in their mind.</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar Rules</li> </ul>
<b>Authentic</b> (Whole language) (Top-down approach)	<ul style="list-style-type: none"> <li>• Natural growth/ Immersion</li> <li>• Analytic phonics</li> <li>• Picture walks</li> <li>• Sight Words</li> <li>• Inventive Spelling</li> <li>• Making sense of meaning</li> <li>• Teacher as facilitator</li> <li>• Process writing</li> </ul>	<ul style="list-style-type: none"> <li>• Personally, meaningful reading and writing experiences</li> <li>• Starting with whole word <ul style="list-style-type: none"> <li>◦ Meaning focus</li> </ul> </li> <li>• Multiple points of view</li> </ul>	<ul style="list-style-type: none"> <li>• Something that they're familiar with</li> <li>• Something that they may already understand</li> <li>• Something from home, or an animal that they might be familiar with</li> <li>• To articulate orally something that they learned during the lesson</li> <li>• I like to have them have a good understanding of a number of different things that has built upon each other throughout the year.</li> <li>• To be able to not only orally state, but also be able to write about it.</li> <li>• Be able to read about it and have an interest in other</li> </ul>	<ul style="list-style-type: none"> <li>• Picture walk</li> <li>• Sight word reading</li> </ul>

			<p>things.</p> <ul style="list-style-type: none"> <li>• Wanting to read more books about a particular topic.</li> <li>• Letting the parents know what's happening in the classroom so they can then further that learning or foster that learning at home.</li> <li>• Students have a natural desire to want to learn about things that they're interested in.</li> <li>• Embed different literacy topics within</li> <li>• Bring something from our past knowledge to the present</li> <li>• Then in detail, be able to share and write about plants</li> <li>• Write about the different parts of the plant and how they grow</li> <li>• Sequencing what was happening. A lot of before, then, after, and at the end.</li> <li>• Starting from the beginning and building a foundation, and then getting deeper</li> </ul>	
<p><b>Functional</b> (Genre-based pedagogy)</p>	<ul style="list-style-type: none"> <li>• Start with questions</li> <li>• Functional literacy</li> <li>• Teacher and student work together</li> <li>• Metalanguage</li> <li>• Content</li> </ul>	<ul style="list-style-type: none"> <li>• Real-world texts</li> <li>• Language structures</li> <li>• Language functions</li> <li>• I do/we do/they do</li> </ul>	<ul style="list-style-type: none"> <li>• I like to use projects at the end of themes or topics</li> <li>• Application to something they've seen on a regular basis, and then applying it independently.</li> <li>• Something that they can use in their practical life, as well as something that they can want to seek on their own.</li> <li>• When they made connections from regular things around in</li> </ul>	<ul style="list-style-type: none"> <li>• Started with question.</li> <li>• Real-world text, plant life cycle.</li> </ul>

			<p>the classroom</p> <ul style="list-style-type: none"> <li>• They were thinking beyond just being in the classroom, but taking it outside and in their home life, in their every day.</li> <li>• What we're discussing in the classroom, it is not isolated here, but goes beyond at home and in other places that they may visit.</li> </ul>	
<b>Critical</b>	<ul style="list-style-type: none"> <li>• Critical literacies</li> <li>• Critical thinking</li> <li>• Personal and social transformation</li> <li>• Agency of learners</li> <li>• No pre-set curriculum</li> <li>• Linguistic re-appropriation</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy that focuses on social issues</li> <li>• Multiple perspectives around real-world issues</li> <li>• Use of student's home language</li> </ul>	<ul style="list-style-type: none"> <li>• Getting the whole classroom to one point, but then I also have to individually think</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher was not using or following districts current adopted curriculum/textbook-using big books from adoptions and supplemental material.</li> </ul>

## Appendix B

## Infusion of Meaning-making in Literacy Textual and Observable Evidence: Ms. Charlotte

<b>Literacy Model</b>	<b>General Indicators</b>	<b>Examples</b>	<b>Textual Evidence (Interview)</b>	<b>Observed Evidence</b>
<b>Didactic</b> (Bottom-up approach)	<ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Teaching of rules in isolation (the right way)               <ul style="list-style-type: none"> <li>◦ Spelling Rules</li> <li>◦ Grammar Rules</li> <li>◦ Testing of Rules</li> </ul> </li> <li>• Comprehension Instruction               <ul style="list-style-type: none"> <li>◦ Multiple choice</li> <li>◦ What the author meant</li> </ul> </li> <li>• Learning Goals</li> <li>• Teacher following textbook</li> <li>• Synthetic phonics</li> </ul>	<ul style="list-style-type: none"> <li>• Sound and letter correspondence</li> <li>• Author's purpose</li> <li>• Explicit instruction</li> <li>• Copying, repetition, memorization, applying of rules               <ul style="list-style-type: none"> <li>◦ Spelling test</li> <li>◦ Dictation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Making or creating patterns</li> <li>• Repetitive, engaging activities.</li> <li>• Opening routines are reviewing rules.</li> <li>• The alphabet, calendar, counting to 100</li> </ul>	<ul style="list-style-type: none"> <li>• Repetition and memorization of sentence frames.</li> <li>• Clapping out the sounds of alphabet</li> <li>• Counting 1-10</li> <li>• Clapping to find how many syllables.</li> <li>• Finding two syllable words</li> </ul>
<b>Authentic</b> (Whole language) (Top-down approach)	<ul style="list-style-type: none"> <li>• Natural growth/ Immersion</li> <li>• Analytic phonics</li> <li>• Picture walks</li> <li>• Sight Words</li> <li>• Inventive Spelling</li> <li>• Making sense of meaning</li> <li>• Teacher as facilitator</li> <li>• Process writing</li> </ul>	<ul style="list-style-type: none"> <li>• Personally, meaningful reading and writing experiences</li> <li>• Starting with whole word               <ul style="list-style-type: none"> <li>◦ Meaning focus</li> </ul> </li> <li>• Multiple points of view</li> </ul>	<ul style="list-style-type: none"> <li>• Bring in as much that I can to make it realistic for the students</li> <li>• Something that they're familiar with</li> <li>• Something that they may already understand</li> <li>• Something from home, or an animal that they might be familiar with</li> <li>• To articulate orally something that they learned during the lesson</li> <li>• At the end of the school year, I like to have them have a good understanding of a number of different things that has built upon each other throughout the year.</li> <li>• Be able to not only orally</li> </ul>	<ul style="list-style-type: none"> <li>• Picture walk- Una rata vieja</li> <li>• How did the rat burn her tail based on illustrations?</li> <li>• What do you think happened to her?</li> <li>• Read book, have students "read" last word of sentence while pointing to illustration</li> <li>• Students start telling teacher where they got the pumpkin.</li> <li>• Teacher allowed students to respond without raising hands</li> <li>• Had students ball up and pretend that they were seeds covered in soil.</li> <li>• Teacher acted-out watering them and sun shining as students slowly began to sprout.</li> <li>• Showed class their science journal and explained what and</li> </ul>

			<p>state, but also be able to write about it.</p> <ul style="list-style-type: none"> <li>• Be able to read about it and have an interest on other things.</li> <li>• I like to get the kids motivated and hook them by bringing things that would spark an interest.</li> <li>• I'll have them tell me or find out from them things that they're interested in, and then make that as part of the curriculum that I use throughout the school year.</li> <li>• Reading our sight words.</li> <li>• Previewing sentence stems about poems, chants, things like that</li> <li>• Bringing in posters and singing songs, chants, doing projects,</li> <li>• If we read books that are related to something that is of high interest . . .</li> <li>• them wanting to read more books about a particular topic.</li> <li>• Sometimes even learning things that they had maybe not thought about, made me think that they wanted to learn something new.</li> <li>• Letting the parents know what's happening in the classroom, so they can then further that learning or foster that learning at home.</li> <li>• Students have a natural desire</li> </ul>	<p>how they would be tracking growth/life cycle of the pumpkin seeds.</p>
--	--	--	--	---

			<p>to want to learn about things that they're interested in. So, I try to spark that interest</p> <ul style="list-style-type: none"> <li>• Embed different literacy topics within</li> <li>• Brought in a pumpkin from our pumpkin patch</li> <li>• Bring something from our past knowledge to the present</li> <li>• Then in detail, be able to share and write about plants</li> <li>• Write about the different parts of the plant and how they grow</li> <li>• Sequencing what was happening. A lot of before, then, after, and at the end.</li> <li>• Writing became a big part of it at this time of the year.</li> <li>• Starting from the beginning and building a foundation, and then getting deeper</li> </ul>	
<p><b>Functional</b> (Genre-based pedagogy)</p>	<ul style="list-style-type: none"> <li>• Start with questions</li> <li>• Functional literacy</li> <li>• Teacher and student work together</li> <li>• Metalanguage</li> <li>• Content</li> </ul>	<ul style="list-style-type: none"> <li>• Real-world texts</li> <li>• Language structures</li> <li>• Language functions</li> <li>• I do/we do/they do</li> </ul>	<ul style="list-style-type: none"> <li>• I like to use projects at the end of themes or topics</li> <li>• Talked about habitats and where animals live and what they eat.</li> <li>• They were able to create with their families a diorama that depicted a particular habitat that they were interested in.</li> <li>• Be able to share as an oral presentation to their friends or their classmates</li> <li>• Application to something they've seen on a regular basis, and then applying it independently</li> <li>• Something that they can use</li> </ul>	<ul style="list-style-type: none"> <li>• Where did we get these seeds?</li> <li>• How did we get the pumpkin seeds?</li> <li>• Real-world text-plant life cycle.</li> <li>• Planting of the pumpkin seeds.</li> <li>• Teacher asked students to say what they know about what plants need to grow.</li> <li>• Teacher would rephrase answer using academic vocabulary and would ask student to repeat the information using academic vocabulary.</li> <li>• Teacher would remind class that all responses should be answered in complete sentences and to talk as a scientist would.</li> </ul>

			<p>in their practical life, as well as something that they can want to seek on their own.</p> <ul style="list-style-type: none"><li>• When they made connections from regular things around in the classroom</li><li>• Bringing in knowledge that when at home, or in some location,</li><li>• They were thinking beyond just being in the classroom, but taking it outside and in their home life, in their every day.</li><li>• What we're discussing in the classroom, it is not isolated here, but goes beyond at home and in other places that they may visit.</li><li>• So, if it's the lifecycle, if it's about what they eat? Or maybe it's that they have antenna, or the eyes.</li><li>• Talked about the lifecycle of the pumpkin.</li><li>• We talked about how different parts of the plant are for.</li><li>• How pumpkins grow or how different plants grow</li><li>• We talked about plants</li></ul>	
--	--	--	---	--

Critical	<ul style="list-style-type: none"><li>• Critical literacies</li><li>• Critical thinking</li><li>• Personal and social transformation</li><li>• Agency of learners</li><li>• No pre-set curriculum</li><li>• Linguistic re-appropriation</li></ul>	<ul style="list-style-type: none"><li>• Literacy that focuses on social issues</li><li>• Multiple perspectives around real-world issues</li><li>• Use of student's home language</li></ul>	<ul style="list-style-type: none"><li>• Getting the whole classroom to one point, but then I also have them to individually think</li></ul>	<ul style="list-style-type: none"><li>• All instruction was done in home language.</li><li>• Some explanation was given in English for a few students whose first language was not Spanish.</li></ul>
----------	---	--	---	---



## Appendix C

## Perception of Meaning-making in Literacy Textual and Observable Evidence: Ms. April

Literacy Model	General Indicators	Examples	Textual Evidence (Interview)	Observed Evidence
<b>Didactic</b> (Bottom-up approach)	<ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Teaching of rules in isolation (the right way)               <ul style="list-style-type: none"> <li>○ Spelling Rules</li> <li>○ Grammar Rules</li> <li>○ Testing of Rules</li> </ul> </li> <li>• Comprehension Instruction               <ul style="list-style-type: none"> <li>○ Multiple choice</li> <li>○ What the author meant</li> </ul> </li> <li>• Learning Goals</li> <li>• Teacher following textbook</li> <li>• Synthetic phonics</li> </ul>	<ul style="list-style-type: none"> <li>• Sound and letter correspondence</li> <li>• Author's purpose</li> <li>• Explicit instruction</li> <li>• Copying, repetition, memorization, applying of rules               <ul style="list-style-type: none"> <li>○ Spelling test</li> <li>○ Dictation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• They're learning in a sound format</li> <li>• To be able to learn the patterns, the phonics pattern</li> <li>• Able to read words.</li> <li>• Learning all the different patterns</li> <li>• Building fluency</li> <li>• How to blend the sounds together</li> <li>• Learn the high frequency words</li> <li>• How to improve fluency</li> <li>• To be able to comprehend</li> <li>• To be effectively reading fast by touching each word and paying attention to what they're reading.</li> <li>• Phonic connection</li> <li>• Phonemic awareness</li> <li>• To individually hear each sound and convert that into a letter and be able to write, or be able to read</li> <li>• When they want to take quizzes</li> </ul>	<ul style="list-style-type: none"> <li>• Review chart with rules of when to use /ow/ or /ou/               <ul style="list-style-type: none"> <li>○ /ou/ beginning or middle</li> <li>○ /ow/ end of a word or sometime when l, n, or-er</li> </ul> </li> <li>• Explicit instruction</li> <li>• Words learned in isolation.</li> <li>• Memorization of rules               <ul style="list-style-type: none"> <li>○ Spelling</li> <li>○ Grammar</li> </ul> </li> </ul>

<b>Authentic</b> (Whole language) (Top-down approach)	<ul style="list-style-type: none"> <li>• Natural growth/ Immersion</li> <li>• Analytic phonics</li> <li>• Picture walks</li> <li>• Sight Words</li> <li>• Inventive Spelling</li> <li>• Making sense of meaning</li> <li>• Teacher as facilitator</li> <li>• Process writing</li> </ul>	<ul style="list-style-type: none"> <li>• Personally, meaningful reading and writing experiences</li> <li>• Starting with whole word <ul style="list-style-type: none"> <li>◦ Meaning focus</li> </ul> </li> <li>• Multiple points of view</li> </ul>	<ul style="list-style-type: none"> <li>• Learning high frequency words</li> </ul>	
<b>Functional</b> (Genre-based pedagogy)	<ul style="list-style-type: none"> <li>• Start with questions</li> <li>• Functional literacy</li> <li>• Teacher and student work together</li> <li>• Metalinguage</li> <li>• Content</li> </ul>	<ul style="list-style-type: none"> <li>• Real-world texts</li> <li>• Language structures</li> <li>• Language functions</li> <li>• I do/we do/they do</li> </ul>		
<b>Critical</b>	<ul style="list-style-type: none"> <li>• Critical literacies</li> <li>• Critical thinking</li> <li>• Personal and social transformation</li> <li>• Agency of learners</li> <li>• No pre-set curriculum</li> <li>• Linguistic re-appropriation</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy that focuses on social issues</li> <li>• Multiple perspectives around real-world issues</li> <li>• Use of student's home language</li> </ul>		

## Appendix D

### Infusion of Meaning-making in Literacy Textual and Observable Evidence: Ms. April

Literacy Model	General Indicators	Examples	Textual Evidence (Interview)	Observed Evidence
<b>Didactic</b> (Bottom-up approach)	<ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Teaching of rules in isolation (the right way)               <ul style="list-style-type: none"> <li>○ Spelling Rules</li> <li>○ Grammar Rules</li> <li>○ Testing of rules</li> </ul> </li> <li>• Comprehension Instruction               <ul style="list-style-type: none"> <li>○ Multiple choice</li> <li>○ What the author meant</li> </ul> </li> <li>• Learning Goals</li> <li>• Teacher following textbook</li> <li>• Synthetic phonics</li> </ul>	<ul style="list-style-type: none"> <li>• Sound and letter correspondence</li> <li>• Author's purpose</li> <li>• Explicit instruction</li> <li>• Copying, repetition, memorization, applying of rules               <ul style="list-style-type: none"> <li>○ Spelling test</li> <li>○ Dictation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I say a word and then they have to listen to the sound and break it down               <ul style="list-style-type: none"> <li>○ have to write it out,</li> </ul> </li> <li>• The ability to listen to the sounds and write the word</li> <li>• Phonic connection</li> <li>• Phonemic awareness</li> <li>• To individually hear each sound and convert that into a letter and be able to write, or be able to read</li> <li>• By making sure they know how to read.               <ul style="list-style-type: none"> <li>○ showing them how to blend the sounds and read,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• What sounds do you hear and how are they made?</li> <li>• Repeat the sound 4 times.</li> <li>• Correct when heard wrong and had class repeat 4 more times.</li> <li>• Used video to reinforce the rules on chart paper through song.               <ul style="list-style-type: none"> <li>○ Video showed students how to place and move lips to make proper sounds.                   <ul style="list-style-type: none"> <li>▪ Had students try.</li> <li>▪ Do it without moving lips. Does it work? No. Feel throat, does it move?</li> </ul> </li> <li>○ Called on student to repeat word from clip and to make the /ow/ sound.</li> <li>○ What rule was followed in this word? Pointing to rules chart.</li> <li>○ Owl- why does it not follow the rule? OW is not at the end of the word.</li> <li>○ After waiting for a while for students to answer there was no answer, explained second part of rule- because of the L</li> <li>○ Called on students to read word on screen                   <ul style="list-style-type: none"> <li>▪ If difficulty reading: "Sound it out and then</li> </ul> </li> </ul> </li> </ul>

				<p>repeat.”</p> <ul style="list-style-type: none"> <li>▪ Whole class would repeat word.</li> <li>• Distributed worksheet to work on words with /ou/ and /ow/ <ul style="list-style-type: none"> <li>○ Place dot on consonants and underline OW or OU.</li> </ul> </li> </ul>
<p><b>Authentic</b> (Whole language) (Top-down approach)</p>	<ul style="list-style-type: none"> <li>• Natural growth/ Immersion</li> <li>• Analytic phonics</li> <li>• Picture walks</li> <li>• Sight Words</li> <li>• Inventive Spelling</li> <li>• Making sense of meaning</li> <li>• Teacher as facilitator</li> <li>• Process writing</li> </ul>	<ul style="list-style-type: none"> <li>• Personally, meaningful reading and writing experiences</li> <li>• Starting with whole word <ul style="list-style-type: none"> <li>○ Meaning focus</li> </ul> </li> <li>• Multiple points of view</li> </ul>	<ul style="list-style-type: none"> <li>• Learning high frequency words</li> </ul>	<ul style="list-style-type: none"> <li>• Ouch! When do you make this sound? <ul style="list-style-type: none"> <li>○ Allowed students to call out when they might say ouch.</li> </ul> </li> </ul>
<p><b>Functional</b> (Genre-based pedagogy)</p>	<ul style="list-style-type: none"> <li>• Start with questions</li> <li>• Functional literacy</li> <li>• Teacher and student work together</li> <li>• Metalanguage</li> <li>• Content</li> </ul>	<ul style="list-style-type: none"> <li>• Real-world texts</li> <li>• Language structures</li> <li>• Language functions</li> <li>• I do/we do/they do</li> </ul>		<ul style="list-style-type: none"> <li>• Give them strategies for comprehension, <ul style="list-style-type: none"> <li>○ just show them how to use those strategies</li> </ul> </li> </ul>
<p><b>Critical</b></p>	<ul style="list-style-type: none"> <li>• Critical literacies</li> <li>• Critical thinking</li> <li>• Personal and social transformation</li> <li>• Agency of learners</li> <li>• No pre-set curriculum</li> <li>• Linguistic re-appropriation</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy that focuses on social issues</li> <li>• Multiple perspectives around real-world issues</li> <li>• Use of student's home language</li> </ul>		

# Appendix E

## Perception of Meaning-making in Literacy Textual and Observable Evidence: Mrs. Emily

Literacy Model	General Indicators	Examples	Textual Evidence (Interview)	Observed Evidence
<b>Didactic</b> (Bottom-up approach)	<ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Teaching of rules in isolation (the right way) <ul style="list-style-type: none"> <li>◦ Spelling Rules</li> <li>◦ Grammar Rules</li> <li>◦ Testing of rules</li> </ul> </li> <li>• Comprehension Instruction <ul style="list-style-type: none"> <li>◦ Multiple choice</li> <li>◦ What the author meant</li> </ul> </li> <li>• Learning Goals</li> <li>• Teacher following textbook</li> <li>• Synthetic phonics</li> </ul>	<ul style="list-style-type: none"> <li>• Sound and letter correspondence</li> <li>• Author's purpose</li> <li>• Explicit instruction</li> <li>• Copying, repetition, memorization, applying of rules <ul style="list-style-type: none"> <li>◦ Spelling test</li> <li>◦ Dictation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I want them to have met their reading goal, which is 40,000 words, or surpass the reading goal</li> <li>• They don't read with meaning; they don't read with emotion.</li> <li>• They take quizzes on almost everything they read for reading counts; that will help them reach their goals</li> </ul>	<ul style="list-style-type: none"> <li>• Following Teacher's Edition. All activities and questions were directly from TE.</li> <li>• Students answering questions with phrases or one word.</li> <li>• When words were mispronounced, teacher pronounced correctly and asked the student to repeat the word.</li> <li>• Questions asked were all found in textbook.</li> </ul>
<b>Authentic</b> (Whole language) (Top-down approach)	<ul style="list-style-type: none"> <li>• Natural growth/Immersion</li> <li>• Analytic phonics</li> <li>• Picture walks</li> <li>• Sight Words</li> <li>• Inventive Spelling</li> <li>• Making sense of meaning</li> <li>• Teacher as facilitator</li> <li>• Process writing</li> </ul>	<ul style="list-style-type: none"> <li>• Personally, meaningful reading and writing experiences</li> <li>• Starting with whole word <ul style="list-style-type: none"> <li>◦ Meaning focus</li> </ul> </li> <li>• Multiple points of view</li> </ul>	<ul style="list-style-type: none"> <li>• I try to make it fun for the kids.</li> <li>• I try to make sure that it's something they're interested in</li> <li>• I try to bring in as much realia</li> <li>• To make a student happy by what they're reading to them and make it enjoyable for the student they're reading to</li> <li>• When they're enjoying what they're reading</li> <li>• Just by their expressions and by the looks on their faces when we're reading something enjoyable, something that they really understand, you can tell.</li> <li>• When we do vocabulary,</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary words that may or may not be new to them but that all words would be in the story they were going to read today.</li> <li>• Picture walk of story:</li> </ul>

			that's helping them understand the meaning.	
<b>Functional</b> (Genre-based pedagogy)	<ul style="list-style-type: none"> <li>• Start with questions</li> <li>• Functional literacy</li> <li>• Teacher and student work together</li> <li>• Metalanguage</li> <li>• Content</li> </ul>	<ul style="list-style-type: none"> <li>• Real-world texts</li> <li>• Language structures</li> <li>• Language functions</li> <li>• I do/we do/they do</li> </ul>		<ul style="list-style-type: none"> <li>• Picture Walk</li> </ul>
<b>Critical</b>	<ul style="list-style-type: none"> <li>• Critical literacies</li> <li>• Critical thinking</li> <li>• Personal and social transformation</li> <li>• Agency of learners</li> <li>• No pre-set curriculum</li> <li>• Linguistic re-appropriation</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy that focuses on social issues</li> <li>• Multiple perspectives around real-world issues</li> <li>• Use of student's home language</li> </ul>		

Appendix F

Infusion of Meaning-making in Literacy Textual and Observable Evidence: Mrs. Emily

Literacy Model	General Indicators	Examples	Textual Evidence (Interview)	Observed Evidence
<b>Didactic</b> (Bottom-up approach)	<ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Teaching of rules in isolation (the right way)               <ul style="list-style-type: none"> <li>○ Spelling Rules</li> <li>○ Grammar Rules</li> <li>○ Testing of rules</li> </ul> </li> <li>• Comprehension Instruction               <ul style="list-style-type: none"> <li>○ Multiple choice</li> <li>○ What the author meant</li> </ul> </li> <li>• Learning Goals</li> <li>• Teacher following textbook</li> <li>• Synthetic phonics</li> </ul>	<ul style="list-style-type: none"> <li>• Sound and letter correspondence</li> <li>• Author's purpose</li> <li>• Explicit instruction</li> <li>• Copying, repetition, memorization, applying of rules               <ul style="list-style-type: none"> <li>○ Spelling test</li> <li>○ Dictation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I want them to have met their reading goal, which is 40,000 words, or surpass the reading goal</li> <li>• They don't read with meaning; they don't read with emotion. That's what we're practicing</li> <li>• We just try to practice that (emotion)</li> <li>• Just read, read, read. We read a lot.</li> <li>• Stand up and read in front of the class</li> <li>• We just read a lot, or a lot of oral reading.</li> <li>• We tried choral reading, that's harder though</li> <li>• We pull out the main ideas, we pull out details</li> <li>• They take quizzes on almost everything they read for reading counts that will help them reach their goals</li> </ul>	<ul style="list-style-type: none"> <li>• Follow along with your finger as the other person reads. Called on students to read (cold read) using sticks.</li> <li>• Cold read around room till end of story.</li> <li>• Why did they use old used paper?</li> <li>• What did they make?</li> <li>• What kind of bird?</li> </ul>

<p><b>Authentic</b> (Whole language) (Top-down approach)</p>	<ul style="list-style-type: none"> <li>• Natural growth/ Immersion</li> <li>• Analytic phonics</li> <li>• Picture walks</li> <li>• Sight Words</li> <li>• Inventive Spelling</li> <li>• Making sense of meaning</li> <li>• Teacher as facilitator</li> <li>• Process writing</li> </ul>	<ul style="list-style-type: none"> <li>• Personally, meaningful reading and writing experiences</li> <li>• Starting with whole word               <ul style="list-style-type: none"> <li>◦ Meaning focus</li> </ul> </li> <li>• Multiple points of view</li> </ul>	<ul style="list-style-type: none"> <li>• I try to make it fun for the kids.</li> <li>• I try to make sure that it's something they're interested in.</li> <li>• I try to bring in as much realia</li> <li>• Pictures or find articles or things to make sure that whatever we're doing is interesting to them.</li> <li>• We've done plays. They have to act out the characters</li> <li>• To make a student happy by what they're reading to them and make it enjoyable for the student they're reading to</li> <li>• When they're enjoying what they're reading</li> <li>• When they ask me questions about what they're reading, like, "Why do you think he did that, Mrs?"</li> <li>• Just by their expressions and by the looks on their faces when we're reading something enjoyable, something that they really understand, you can tell.</li> <li>• We did plays a couple of weeks ago and they loved getting in front of the class and reading their part.</li> <li>• After each little story, I had them draw a picture of something that popped out at them in the story and then write a sentence about it. They had a blast doing that.</li> </ul>	<ul style="list-style-type: none"> <li>• Use pictures to help you with the definition.</li> <li>• Once definition was given (natural resource), teacher asked students to use in a sentence using what they see around the classroom.</li> <li>• Once student would give an example, teacher would ask the student to explain how it was a natural resource. If example was incorrect, teacher would ask a question to help the student determine why it was not a natural resource. "Where would you find ____ in nature? "Where have you seen ____ in nature?"</li> </ul>
--	---	--	---	---



			<ul style="list-style-type: none"><li>• When they have to play the part, some of them ask if they could dress up</li><li>• They asked if they can bring stuff in from home</li><li>• After reading whatever we read they're, "Oh this happened at home," you know, they bring it back to home or to their grandparents or something like that</li><li>• When we do vocabulary, that's helping them understand the meaning. There're all kinds of different activities that we do with the vocabulary words.</li></ul>	
<b>Functional</b> (Genre-based pedagogy)	<ul style="list-style-type: none"><li>• Start with questions</li><li>• Functional literacy</li><li>• Teacher and student work together</li><li>• Metalanguage</li><li>• Content</li></ul>	<ul style="list-style-type: none"><li>• Real-world texts</li><li>• Language structures</li><li>• Language functions</li><li>• I do/we do/they do</li></ul>	<ul style="list-style-type: none"><li>• I just question them a lot about what we've read. Pull them back for groups</li><li>• We pull out the main ideas, we pull out details</li></ul>	<ul style="list-style-type: none"><li>• Picture Walk<ul style="list-style-type: none"><li>○ Read title</li><li>○ What genre do you think it is?</li><li>○ What does fiction mean?</li></ul></li></ul>

<b>Critical</b>	<ul style="list-style-type: none"><li>• Critical literacies</li><li>• Critical thinking</li><li>• Personal and social transformation</li><li>• Agency of learners</li><li>• No pre-set curriculum</li><li>• Linguistic re-appropriation</li></ul>	<ul style="list-style-type: none"><li>• Literacy that focuses on social issues</li><li>• Multiple perspectives around real-world issues</li><li>• Use of student's home language</li></ul>		<ul style="list-style-type: none"><li>• How can we protect our Earth? (essential question)</li><li>• How can you recycle at home?</li><li>• How can we protect the Earth from school?</li><li>• How would the classroom look if I stopped reminding you to pick up the trash? Nasty.</li></ul>
-----------------	---	--	--	--

## Appendix G

### Perception of Meaning-making in Literacy Textual and Observable Evidence: Ms. Rory

Literacy Model	General Indicators	Examples	Textual Evidence (Interview)	Observed Evidence
<b>Didactic</b> (Bottom-up approach)	<ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Teaching of rules in isolation (the right way)               <ul style="list-style-type: none"> <li>○ Spelling Rules</li> <li>○ Grammar Rules</li> <li>○ Testing of rules</li> </ul> </li> <li>• Comprehension Instruction               <ul style="list-style-type: none"> <li>○ Multiple choice</li> <li>○ What the author meant</li> </ul> </li> <li>• Learning Goals</li> <li>• Teacher following textbook</li> <li>• Synthetic phonics</li> </ul>	<ul style="list-style-type: none"> <li>• Sound and letter correspondence</li> <li>• Author's purpose</li> <li>• Explicit instruction</li> <li>• Copying, repetition, memorization, applying of rules               <ul style="list-style-type: none"> <li>○ Spelling test</li> <li>○ Dictation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• They're able to answer the simple format of the QAR type questions, questions, answer, response, whether it be orally or written.</li> <li>• I expect them to be able to answer the comprehension questions that they're asked orally in complete sentences with supporting details</li> <li>• My hope is that it transfers over to when they have to write an answer in written form, like on a comprehension test</li> <li>• I also want details or an explanation that they tell me why.</li> <li>• Teaching them that when they have to write an answer back to the reading comprehension test, how to use specific words from the question to rephrase and get your answer going.</li> <li>• Getting them to understand that they also have to have an explanation to their answers, whether it be written or orally.</li> </ul>	<ul style="list-style-type: none"> <li>• Why do you think the author used words like petty instead of sad?</li> </ul>

<p><b>Authentic</b> (Whole language) (Top-down approach)</p>	<ul style="list-style-type: none"> <li>• Natural growth/ Immersion</li> <li>• Analytic phonics</li> <li>• Picture walks</li> <li>• Sight Words</li> <li>• Inventive Spelling</li> <li>• Making sense of meaning</li> <li>• Teacher as facilitator</li> <li>• Process writing</li> </ul>	<ul style="list-style-type: none"> <li>• Personally, meaningful reading and writing experiences</li> <li>• Starting with whole word               <ul style="list-style-type: none"> <li>◦ Meaning focus</li> </ul> </li> <li>• Multiple points of view</li> </ul>	<ul style="list-style-type: none"> <li>• (Reading comprehension) making a connection that supports their answer</li> <li>• I can tell they're truly understanding the bigger concept of the story when I see them making connections.</li> <li>• When I see them making those predictions, or really just sometimes throughout the day when we're not even necessarily in that reading lesson, but they will share out a connection between something they read, or word that they came across, and they'll explain their connection to what we learned</li> <li>• I will see it in their writing.</li> <li>• When it becomes more meaningful to them, they can apply it, and they seem to just come up with so many ideas, where it's almost like I have to help them organize those ideas, cause it's an abundance.</li> <li>• I try to get them to understand even beforehand, that there's really no right or wrong answer. You can have your point of view, as long as you can back it up</li> </ul>	<ul style="list-style-type: none"> <li>• Students answering without having to raise their hand.</li> <li>• Vocabulary Lesson, review, creating gestures as a group.               <ul style="list-style-type: none"> <li>◦ Teacher reminded students that the words they were working on will be in the story they will be reading/listening to today.</li> </ul> </li> <li>• Teacher used illustrations to get more information from the students.</li> <li>• What do you notice?</li> </ul>
--	---	--	---	---

<b>Functional</b> (Genre-based pedagogy)	<ul style="list-style-type: none"> <li>Start with questions</li> <li>Functional literacy</li> <li>Teacher and student work together</li> <li>Metalanguage</li> <li>Content</li> </ul>	<ul style="list-style-type: none"> <li>Real-world texts</li> <li>Language structures</li> <li>Language functions</li> <li>I do/we do/they do</li> </ul>	<ul style="list-style-type: none"> <li>I can tell by their conversation</li> <li>... depending whether it's a writing activity or reading activity, what allows them to make those connections is the specific question that I ask</li> </ul>	<ul style="list-style-type: none"> <li>Real-world text.</li> <li>Genre: Bibliographies               <ul style="list-style-type: none"> <li>Dolores Huerta</li> <li>MLK</li> </ul> </li> <li>Teacher reminded class that they had to answer in complete sentences.</li> <li>Once teacher started recording, slides of text, the teacher would stop to ask questions.</li> </ul>
<b>Critical</b>	<ul style="list-style-type: none"> <li>Critical literacies</li> <li>Critical thinking</li> <li>Personal and social transformation</li> <li>Agency of learners</li> <li>No pre-set curriculum</li> <li>Linguistic re-appropriation</li> </ul>	<ul style="list-style-type: none"> <li>Literacy that focuses on social issues</li> <li>Multiple perspectives around real-world issues</li> <li>Use of student's home language</li> </ul>	<ul style="list-style-type: none"> <li>Why do you think the GATE icons help your students? For one, it's higher level thinking, it's forcing them to look at the text in a different viewpoint, and then just having it as a visual</li> <li>... we were discussing the woman's right to vote. They were just all over that, as far as giving their opinions on how it was unfair, or suggestions on how to change the laws, or what Elizabeth Cady should have done. I just know that they're totally invested and interested at that point</li> </ul>	<ul style="list-style-type: none"> <li>Students answering without having to raise their hand.</li> <li>Vocabulary Lesson, review, creating gestures as a group.               <ul style="list-style-type: none"> <li>If a student did not agree with gesture, the teacher had them explain why and then show the class the gesture they felt would be better.</li> <li>After reading/listening the story, if the class thought they needed to change the gesture, they could.</li> </ul> </li> <li>Teacher used illustrations to get more information from the students.               <ul style="list-style-type: none"> <li>What do you notice?</li> </ul> </li> <li>Teacher used personal example of how times have changed for women. After teacher was married, teacher kept last name as well as husbands.</li> <li>Teacher reminded class that Elizabeth was only 13 years old when she started to fight for women's rights and asked them to recall the actions Elizabeth took to fight for those rights.</li> </ul>

## Appendix H

### Infusion of Meaning-making in Literacy Textual and Observable Evidence: Ms. Rory

Literacy Model	General Indicators	Examples	Textual Evidence (Interview)	Observed Evidence
<b>Didactic</b> (Bottom-up approach)	<ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Teaching of rules in isolation (the right way)               <ul style="list-style-type: none"> <li>○ Spelling Rules</li> <li>○ Grammar Rules</li> <li>○ Testing of Rules</li> </ul> </li> <li>• Comprehension Instruction               <ul style="list-style-type: none"> <li>○ Multiple choice</li> <li>○ What the author meant</li> </ul> </li> <li>• Learning Goals</li> <li>• Teacher following textbook</li> <li>• Synthetic phonics</li> </ul>	<ul style="list-style-type: none"> <li>• Sound and letter correspondence</li> <li>• Author's purpose</li> <li>• Explicit instruction</li> <li>• Copying, repetition, memorization, applying of rules               <ul style="list-style-type: none"> <li>○ Spelling test</li> <li>○ Dictation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Making sure that I'm consistent with the lessons, and the three texts that are in our Wonders curriculum.               <ul style="list-style-type: none"> <li>○ The second text is the text that we're focusing on, that they will actually take the comprehension test on.</li> <li>○ The third text, it allows them to compare and contrast, very similar to what they're gonna be expected to do on the CAASPP.</li> </ul> </li> <li>• Teaching them that when they write an answer to the reading comprehension test, how to use specific words from the question to rephrase and their answer.</li> <li>• Identifying questions that maybe have two parts, where they'll ask a simple question like, who is the main character . . . or why did the main character do this? And explain . . . Getting them to understand that they also have to have an explanation to their answers, whether it be written or orally.</li> <li>• Sentence stems, that the kids</li> </ul>	<ul style="list-style-type: none"> <li>• Use of Teacher's Edition for all activities done during observation.</li> <li>• ABC Order for spelling words               <ul style="list-style-type: none"> <li>○ Worked with whole class to start placing spelling words in alphabetical order.</li> <li>○ Let's start with A, do we have any words that start with A?</li> <li>○ What happens when we get to multiple words that start with the same letter?</li> </ul> </li> <li>• Dictation of sentences.               <ul style="list-style-type: none"> <li>○ Teacher read the sentence three times.</li> <li>○ Reminded students that punctuation and capitalization count.</li> <li>○ When time was up, teacher had students put pencils away and take out their pen.</li> <li>○ Told students to correct the sentences on their own, work was not collected it was for them to get better.</li> </ul> </li> <li>• Why do you think the author used words like petty instead of sad?</li> </ul>

			<p>practice, and then they can actually practice it, like,</p> <ul style="list-style-type: none"> <li>○ According to the author on page . . .</li> </ul>	
<p><b>Authentic</b> (Whole language) (Top-down approach)</p>	<ul style="list-style-type: none"> <li>• Natural growth/ Immersion</li> <li>• Analytic phonics</li> <li>• Picture walks</li> <li>• Sight Words</li> <li>• Inventive Spelling</li> <li>• Making sense of meaning</li> <li>• Teacher as facilitator</li> <li>• Process writing</li> </ul>	<ul style="list-style-type: none"> <li>• Personally, meaningful reading and writing experiences</li> <li>• Starting with whole word <ul style="list-style-type: none"> <li>○ Meaning focus</li> </ul> </li> <li>• Multiple points of view</li> </ul>	<ul style="list-style-type: none"> <li>• I guess I incorporate other strategies like the GLAD strategies, the GATE icons, and just other strategies that have been introduced through professional development</li> <li>• I give writing prompts for opinions: <ul style="list-style-type: none"> <li>○ I try to choose topics that they can all relate to.</li> <li>○ I give opportunity for them to discuss it</li> <li>○ we'll have a class discussion,</li> <li>○ we'll do a list of ideas of pros and cons.</li> <li>○ For example, they did one the other day on activities to do in the snow. When it becomes more meaningful to them</li> </ul> </li> <li>• I try to get them to understand even beforehand, that there's really no right or wrong answer.</li> <li>• You can have your point of view, as long as you can back it up</li> <li>• We'll do text reconstruction, usually with one of the first read-a-louds, and that allows the kids to understand the big idea for the week to <ul style="list-style-type: none"> <li>○ Present key vocabulary</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary Lesson, review, creating gestures as a group.</li> <li>• Teacher would remind the class of the definition. Words, definition, and sentence were posted on chart paper on wall. <ul style="list-style-type: none"> <li>○ As a whole group, students would come up with a gesture that would help them to remember the word. If a student did not agree with gesture, the teacher had them explain why and then show the class the gesture they felt would be better.</li> <li>○ Teacher started the lesson modeling two words then picked two student leaders to finish the lesson.</li> <li>○ Teacher reminded students that the words they were working on will be in the story they will be reading/listening to today.</li> </ul> </li> <li>• After reading/listening to the story, if the class thought they needed to change the gesture, they could.</li> </ul>

			<p>that I think may be difficult for them or unknown.</p> <ul style="list-style-type: none"> <li>○ Then it allows them to just listen and take in what they heard, and then to be able to share back with a partner, and then to share back with me in the processing of important details. Things that I was hoping that they would walk away with or understood</li> <li>• One of the other ones is the breaking down of the definition, the cognitive content dictionary.</li> </ul>	
<p><b>Functional</b> (Genre-based pedagogy)</p>	<ul style="list-style-type: none"> <li>• Start with questions</li> <li>• Functional literacy</li> <li>• Teacher and student work together</li> <li>• Metalanguage</li> <li>• Content</li> </ul>	<ul style="list-style-type: none"> <li>• Real-world texts</li> <li>• Language structures</li> <li>• Language functions</li> <li>• I do/we do/they do</li> </ul>	<ul style="list-style-type: none"> <li>• I make sure that it involves a lot of transitions. Whether being from student peer to peer, student groups, or even location in the room.</li> <li>• I'm making sure that I'm giving them questions that force them to reflect on what they read, or go back to the text</li> <li>• Then I make sure that I give them an opportunity to think about it, think, pair, share, and discuss it, prior to volunteering or being called upon.</li> <li>• Some of them become very comfortable with one- or two-word phrases, and I have to try and get them out of their comfort zone to see that there's other phrases that fit a</li> </ul>	<ul style="list-style-type: none"> <li>• Real-world text.</li> <li>• Genre: Bibliographies</li> <li>• Teacher reminded class of the other bibliographies they had read. Asked students to tell her what they remember from the stories. <ul style="list-style-type: none"> <li>○ Students did not have to raise their hands but followed the rule to only allow one student to talk at a time.</li> <li>○ Teacher reminded class that they had to answer in complete sentences.</li> <li>○ Acknowledged when students would agree, disagree, or add on to another students' statement. <ul style="list-style-type: none"> <li>○ In my opinion...</li> <li>○ I agree with...</li> <li>○ I disagree with ____</li> </ul> </li> </ul> </li> </ul>



			<p>little bit better to answer that form of a question.</p> <ul style="list-style-type: none"> <li>• I can tell by their conversation</li> <li>• . . . depending whether it's a writing activity or reading activity, what allows them to make those connections is the specific question that I ask</li> <li>• Sentence stems, that the kids practice, they can visually see it, and then they can actually practice it, like, <ul style="list-style-type: none"> <li>○ My proof is . . .</li> <li>○ Based on what I read . . .</li> <li>○ According to the author on page . . .</li> </ul> </li> <li>• I might ask why did Elizabeth not give up in arguing with her father about the judgment that he made about a specific character in the story?</li> <li>• We'll do text reconstruction, usually with one of the first read-alouds, and that allows the kids to understand the big idea for the week</li> </ul>	<p>because . . . .</p> <ul style="list-style-type: none"> <li>○ I would like to add on to what _____ said.</li> <li>• Dolores Huerta</li> <li>• MLK</li> <li>• What did they have in common?</li> <li>• What was different about their situation?</li> <li>• Teacher asked students to predict what today's story would be about. <ul style="list-style-type: none"> <li>○ Teacher wrote prediction on board to refer to after reading story.</li> </ul> </li> <li>• Using GATE icon of main idea and details, teacher reminded students that they will be looking for the main idea and details of the story.</li> <li>• Once teacher started recording, slides of text, the teacher would stop to ask questions. <ul style="list-style-type: none"> <li>○ Did you catch what just happened? <ul style="list-style-type: none"> <li>▪ Exactly, she doesn't feel the way women are being treated is fair.</li> </ul> </li> </ul> </li> <li>• Do you think it is fair? <ul style="list-style-type: none"> <li>○ Tell me more?</li> </ul> </li> <li>• What do you think you would do in her shoes?</li> <li>• Does that still happen today? <ul style="list-style-type: none"> <li>○ Before you answer that, think about what is going on in the news?</li> <li>○ Do we still have work to do or are we done making the law equitable for everyone?</li> </ul> </li> <li>• Why do you think the author</li> </ul>
--	--	--	--	---

				<p>used words like petty instead of sad?</p> <ul style="list-style-type: none"> <li>Teacher used illustrations to get more information from the students. <ul style="list-style-type: none"> <li>What do you notice?</li> <li>Do you really think the dad is rude, or can it be that he has a different opinion?</li> <li>Are we allowed to disagree with each other?</li> <li>What should we do when we disagree or when we have a different opinion than others?</li> </ul> </li> <li>Correct, time has passed, and she is older.</li> <li>Yes, there is a possibility that her dad thinks the same way she does but what do you think he can do about it? Why?</li> <li>What do you think her husband thinks about what she is trying to do? How do you know?</li> </ul>
<b>Critical</b>	<ul style="list-style-type: none"> <li>Critical literacies</li> <li>Critical thinking</li> <li>Personal and social transformation</li> <li>Agency of learners</li> <li>No pre-set curriculum</li> <li>Linguistic re-appropriation</li> </ul>	<ul style="list-style-type: none"> <li>Literacy that focuses on social issues</li> <li>Multiple perspectives around real-world issues</li> <li>Use of student's home language</li> </ul>	<ul style="list-style-type: none"> <li>We were discussing the woman's right to vote. <ul style="list-style-type: none"> <li>Giving their opinions on how it was unfair</li> <li>Or suggestions on how to change the laws,</li> <li>Or what Elizabeth Cady should have done.</li> </ul> </li> <li>I'll use the GATE icons <ul style="list-style-type: none"> <li>They'll have to tell me what the big idea was based on</li> <li>Give me some details that support it</li> <li>What was the ethical question that was being</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Students answering without having to raise their hand. Teacher would specify when she needed has to be raised to answer questions.</li> <li>After reading/listening the story, if the class thought they needed to change the gesture, they could. (vocabulary)</li> <li>Teacher reminded class that they had to answer in complete sentences.</li> <li>Acknowledged when students would agree, disagree, or add on to another students' statement. <ul style="list-style-type: none"> <li>In my opinion...</li> </ul> </li> </ul>

			<p>argued in the text?</p> <ul style="list-style-type: none"> <li>○ They'll use the icon for unanswered questions,</li> <li>○ Where they get to ask questions. <ul style="list-style-type: none"> <li>▪ 'cause a lot of them did, they had questions about if this person is still alive?</li> <li>▪ What happened after that?</li> </ul> </li> <li>• Just different things that they're wondering, because they're that invested in the story.</li> </ul>	<ul style="list-style-type: none"> <li>○ I agree with...</li> <li>○ I disagree with ____ because....</li> <li>○ I would like to add on to what ____ said.</li> <li>• Once teacher started recording, slides of text, the teacher would stop to ask questions. <ul style="list-style-type: none"> <li>○ Did you catch what just happened? <ul style="list-style-type: none"> <li>▪ Exactly, she doesn't feel the way women are being treated is fair.</li> </ul> </li> </ul> </li> <li>• Do you think it is fair? <ul style="list-style-type: none"> <li>○ Tell me more?</li> </ul> </li> <li>• What do you think you would do in her shoes?</li> <li>• Does that still happen today? <ul style="list-style-type: none"> <li>○ Before you answer that, think about what is going on in the news?</li> <li>○ Do we still have work to do or are we done making the law equitable for everyone?</li> </ul> </li> <li>• Teacher used illustrations to get more information from the students. <ul style="list-style-type: none"> <li>○ What do you notice?</li> <li>○ Do you really think the dad is rude, or can it be that he has a different opinion?</li> <li>○ Are we allowed to disagree with each other?</li> <li>○ What should we do when we disagree or when we have a different opinion than others?</li> </ul> </li> <li>• Teacher used a personal example of how times have changed for women. After teacher was</li> </ul>
--	--	--	--	---

				<p>married, teacher kept last name as well as her husbands.</p> <ul style="list-style-type: none"><li>• Teacher reminded class that Elizabeth was only 13 years old when she started to fight for women's rights and asked them to recall the actions Elizabeth took to fight for those rights.</li><li>• Asked them to think about an issue at school or at home that they might be able to help start making changes that would benefit others or the future.</li></ul>
--	--	--	--	---

Appendix I

Perception of Meaning-making in Literacy Textual and Observable Evidence: Mrs. Paris

Literacy Model	General Indicators	Examples	Textual Evidence (Interview)	Observed Evidence
<b>Didactic</b> (Bottom-up approach)	<ul style="list-style-type: none"><li>• Direct Instruction</li><li>• Teaching of rules in isolation (the right way)<ul style="list-style-type: none"><li>○ Spelling Rules</li><li>○ Grammar Rules</li><li>○ Testing of rules</li></ul></li><li>• Comprehension Instruction<ul style="list-style-type: none"><li>○ Multiple choice</li><li>○ What the author meant</li></ul></li><li>• Learning Goals</li><li>• Teacher following textbook</li><li>• Synthetic phonics</li></ul>	<ul style="list-style-type: none"><li>• Sound and letter correspondence</li><li>• Author's purpose</li><li>• Explicit instruction</li><li>• Copying, repetition, memorization, applying of rules<ul style="list-style-type: none"><li>○ Spelling test</li><li>○ Dictation</li></ul></li></ul>	<ul style="list-style-type: none"><li>• I use Wonders as the premises, first and foremost</li><li>• This is your success criteria and learned informal assessment.</li><li>• There're certain key skills they have to know before they can do the next step, so I tend to throw in those success criteria parts</li><li>• From whatever standard that I'm teaching, it's that part of the standard that is the outcome for them</li><li>• We raise our hand to get permission to speak and we use the language, 'I'd like to add on to so and so's idea,' or, 'So and so's idea made me think of the following,' so, there's that</li><li>• I see that in their performance tasks</li><li>• They read through three sources, and then, from which, then they generate whatever it is, whatever genre of text it is</li></ul>	<ul style="list-style-type: none"><li>• Textbook used for all three activities.</li><li>• Vocabulary taught in isolation.</li><li>• All activities timed.</li><li>• SLANT expected (teach like a champ) and GTA (Getting Teachers Attention Appropriately)</li><li>• Check for Understanding</li><li>• Don't Tell Me, Show Me</li></ul>

<p><b>Authentic</b> (Whole language) (Top-down approach)</p>	<ul style="list-style-type: none"> <li>• Natural growth/ Immersion</li> <li>• Analytic phonics</li> <li>• Picture walks</li> <li>• Sight Words</li> <li>• Inventive Spelling</li> <li>• Making sense of meaning</li> <li>• Teacher as facilitator</li> <li>• Process writing</li> </ul>	<ul style="list-style-type: none"> <li>• Personally, meaningful reading and writing experiences</li> <li>• Starting with whole word               <ul style="list-style-type: none"> <li>◦ Meaning focus</li> </ul> </li> <li>• Multiple points of view</li> </ul>	<ul style="list-style-type: none"> <li>• Well, the wonderful thing about the cycle of teaching is that if they have a gap now, there's going to be more lessons, so, that's more opportunities to re-practice.</li> <li>• Communication and collaboration, cause I find that's very important to have the sense of being able to explain a process.</li> <li>• It's in all the modes. So, it's in the listening and speaking. It's the reading and writing.</li> <li>• When it's noisy in the classroom, when they are collaborating, when they are exuberant, when they've got energy. That's how I know it's taking place.</li> <li>• In the classroom, there's the sense that we have the respect for one another.</li> <li>• Debate, the different points of views and the perspectives</li> <li>• I realized how important that writing and reading component is, that they layer one another</li> <li>• You've gotta layer the reading and the writing with the listening/speaking, too</li> <li>• It really just evolved, and it just naturally unfolded.</li> </ul>	<ul style="list-style-type: none"> <li>• When student was having difficulty with the word, referred them to look at picture for reference.</li> </ul>
<p><b>Functional</b> (Genre-based pedagogy)</p>	<ul style="list-style-type: none"> <li>• Start with questions</li> <li>• Functional literacy</li> <li>• Teacher and student work together</li> <li>• Metalanguage</li> </ul>	<ul style="list-style-type: none"> <li>• Real-world texts</li> <li>• Language structures</li> <li>• Language functions</li> <li>• I do/we do/they do</li> </ul>	<ul style="list-style-type: none"> <li>• I might begin a literacy lesson, sometimes it's through asking a question</li> <li>• I would ask them a question . . . that would start to elicit</li> </ul>	<ul style="list-style-type: none"> <li>• When called on a student who was having difficulty, gave enough wait time for student to be able to arrange thoughts before speaking.</li> </ul>

	<ul style="list-style-type: none"><li>• Content</li></ul>		<p>some information or skills that they know</p> <ul style="list-style-type: none"><li>• You're writing to read or you're writing to learn</li></ul>	
<b>Critical</b>	<ul style="list-style-type: none"><li>• Critical literacies</li><li>• Critical thinking</li><li>• Personal and social transformation</li><li>• Agency of learners</li><li>• No pre-set curriculum</li><li>• Linguistic re-appropriation</li></ul>	<ul style="list-style-type: none"><li>• Literacy that focuses on social issues</li><li>• Multiple perspectives around real-world issues</li><li>• Use of student's home language</li></ul>		

## Appendix J

## Infusion of Meaning-making in Literacy Textual and Observable Evidence: Mrs. Paris

Literacy Model	General Indicators	Examples	Textual Evidence (Interview)	Observed Evidence
<b>Didactic</b> (Bottom-up approach)	<ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Teaching of rules in isolation (the right way)               <ul style="list-style-type: none"> <li>◦ Spelling Rules</li> <li>◦ Grammar Rules</li> <li>◦ Testing of Rules</li> </ul> </li> <li>• Comprehension Instruction               <ul style="list-style-type: none"> <li>◦ Multiple choice</li> <li>◦ What the author meant</li> </ul> </li> <li>• Learning Goals</li> <li>• Teacher following textbook</li> <li>• Synthetic phonics</li> </ul>	<ul style="list-style-type: none"> <li>• Sound and letter correspondence</li> <li>• Author's purpose</li> <li>• Explicit instruction</li> <li>• Copying, repetition, memorization, applying of rules               <ul style="list-style-type: none"> <li>◦ Spelling test</li> <li>◦ Dictation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Whether it's an exit ticket or it's just kind of informal assessment, that indicates to me whether they met that part of the objective, which means I met that part of the standard, or if they're still working towards it.</li> <li>• There's going to be more lessons, so, that's more opportunities to re-practice.</li> <li>• I would just introduce another kind of device or maybe with math, to do task cards or something like that.</li> <li>• With our anthology or our readers/writers' workshop, I have this kind of graphic organizer that has the focus skills</li> <li>• 'I'd like to add on to so and so's idea,'</li> <li>• 'So, and so's idea made me think of the following,'</li> <li>• They read through three sources, and then they generate whatever it is, whatever genre of text it is.</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook used for all three activities.</li> <li>• Vocabulary taught in isolation.</li> <li>• All activities timed.</li> <li>• SLANT expected (teach like a champ) and GTA (Getting Teachers Attention appropriately)</li> <li>• Standard was read by both teacher and class before each activity.               <ul style="list-style-type: none"> <li>◦ "Today I will be able to use my vocabulary knowledge to build my word knowledge."</li> </ul> </li> <li>• Reading definition of vocabulary words.               <ul style="list-style-type: none"> <li>◦ "Point to the word and show word to confirm."</li> </ul> </li> <li>• Teacher read the word and the sentence.               <ul style="list-style-type: none"> <li>◦ Whole group to answer the question.</li> <li>◦ Answer in complete sentences. Talk it out with your partner and be prepared to explain why.</li> </ul> </li> <li>• Check for Understanding               <ul style="list-style-type: none"> <li>◦ Will show me with your fingers how well you understand the word.</li> </ul> </li> <li>• Don't Tell Me Show Me               <ul style="list-style-type: none"> <li>◦ Head, shoulder, or toes.</li> </ul> </li> </ul>



				<ul style="list-style-type: none"> <li>▪ Each part is a word               <ul style="list-style-type: none"> <li>○ Show me which word does not belong. Said word and she touched each part.</li> </ul> </li> <li>• Find four highlighted words in reading book and substitute for another word.</li> <li>• Eight minutes to do dictation talk using dictionary.com</li> </ul>
<b>Authentic</b> (Whole language) (Top-down approach)	<ul style="list-style-type: none"> <li>• Natural growth/ Immersion</li> <li>• Analytic phonics</li> <li>• Picture walks</li> <li>• Sight Words</li> <li>• Inventive Spelling</li> <li>• Making sense of meaning</li> <li>• Teacher as facilitator</li> <li>• Process writing</li> </ul>	<ul style="list-style-type: none"> <li>• Personally, meaningful reading and writing experiences</li> <li>• Starting with whole word               <ul style="list-style-type: none"> <li>○ Meaning focus</li> </ul> </li> <li>• Multiple points of view</li> </ul>	<ul style="list-style-type: none"> <li>• I might have them partner up with more of an excerpt, which gives the expert the ability to use their communication and collaboration skills.</li> <li>• When it's noisy in the classroom, when they are collaborating, when they are exuberant, when they've got energy.</li> <li>• They like to debate the different points of views and perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• When student was having difficulty with word, referred them to look at picture for reference.</li> <li>• "If you feel your word knowledge has grown, give me five on your heart."</li> </ul>
<b>Functional</b> (Genre-based pedagogy)	<ul style="list-style-type: none"> <li>• Start with questions</li> <li>• Functional literacy</li> <li>• Teacher and student work together</li> <li>• Metalanguage</li> <li>• Content</li> </ul>	<ul style="list-style-type: none"> <li>• Real-world texts</li> <li>• Language structures</li> <li>• Language functions</li> <li>• I do/we do/they do</li> </ul>	<ul style="list-style-type: none"> <li>• I might begin a literacy lesson, sometimes it's through asking a question</li> <li>• Students do a partner talk and they talk about what they know about that subject</li> <li>• I would ask them a question that would start to elicit some information or skills that they know</li> <li>• You speak in a complete sentence.</li> <li>• We speak in a complete sentence</li> <li>• I give them sentence frames, or they come up with their</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher modeled how to answer question.               <ul style="list-style-type: none"> <li>○ Thinking like an economist, I can see how . . .</li> <li>○ (using vocabulary picture card)</li> <li>○ Using the picture helps me to see a doctor checking that person.</li> </ul> </li> <li>• Answer in complete sentence.</li> <li>• When called on a student who was having difficulty, gave enough wait time for student to be able to arrange thoughts before speaking.</li> <li>• I am excited to see that you were</li> </ul>

			<p>own</p> <ul style="list-style-type: none"><li>• Identify the genre of the text</li><li>• Vocabulary and it leads to that essential question</li><li>• Using the academic language.</li></ul>	<p>stumped by the higher DOK level, but you didn't give up.</p>
<p><b>Critical</b></p>	<ul style="list-style-type: none"><li>• Critical literacies</li><li>• Critical thinking</li><li>• Personal and social transformation</li><li>• Agency of learners</li><li>• No pre-set curriculum</li><li>• Linguistic re-appropriation</li></ul>	<ul style="list-style-type: none"><li>• Literacy that focuses on social issues</li><li>• Multiple perspectives around real-world issues</li><li>• Use of student's home language</li></ul>	<ul style="list-style-type: none"><li>• Development of the big idea of activism and civil rights</li><li>• It really got the kids so forward-thinking.</li><li>• Leads to discussions about not just the civil rights or persons of color, but it went to apartheid in South Africa.</li><li>• It went to genocide.</li><li>• It went to discrimination against women.</li><li>• Just naturally unfolded.</li></ul>	

# Appendix K

## Perception of Meaning-making in Literacy Textual and Observable Evidence: Mrs. Anna

Literacy Model	General Indicators	Examples	Textual Evidence (Interview)	Observed Evidence
<b>Didactic</b> (Bottom-up approach)	<ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Teaching of rules in isolation (the right way) <ul style="list-style-type: none"> <li>◦ Spelling Rules</li> <li>◦ Grammar Rules</li> <li>◦ Testing of Rules</li> </ul> </li> <li>• Comprehension Instruction <ul style="list-style-type: none"> <li>◦ Multiple choice</li> <li>◦ What the author meant</li> </ul> </li> <li>• Learning Goals</li> <li>• Teacher following textbook</li> <li>• Synthetic phonics</li> </ul>	<ul style="list-style-type: none"> <li>• Sound and letter correspondence</li> <li>• Author's purpose</li> <li>• Explicit instruction</li> <li>• Copying, repetition, memorization, applying of rules <ul style="list-style-type: none"> <li>◦ Spelling test</li> <li>◦ Dictation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Meaningful in that I am looking at the standard, specifically making sure I am covering all the angles of the content for that standard</li> <li>• I want to see understanding, of course, of what the content of the lesson was.</li> <li>• My goal for them at the end of the year would be to be competent in their grade-level skills</li> <li>• One way we're supposed to, according to the standards and according to the scope and sequence . . .</li> <li>• I need to back up and do a lot of concept development which, unfortunately, they don't necessarily have the patience for, but is exactly what they need. Once they do that, they fill in those missing gaps and they move forward.</li> <li>• They need a lot of additional practice</li> <li>• They're getting the information, getting the content that they need, and the skills that they need in different modalities.</li> <li>• That they have an</li> </ul>	<ul style="list-style-type: none"> <li>• Following Wonders TE</li> <li>• Using story from Wonders</li> <li>• What did the first paragraph say about Lang? <ul style="list-style-type: none"> <li>◦ Where in the text did you find that? Good.</li> </ul> </li> <li>• Why do you think he felt that way? What is your prediction? <ul style="list-style-type: none"> <li>◦ Support your prediction with clues from the text.</li> </ul> </li> <li>• Reread paragraph for the third time, this time teacher told students to listen and write clues from the text that supported their predictions.</li> <li>• Do you think Lock is worried about his father? What sentence in the text supports that? <ul style="list-style-type: none"> <li>◦ Did not wait for student to find the supporting details. Teacher read the sentence from paragraph that supported main character's worry.</li> <li>◦ The author writes that Lock took deep breaths, like you would do when you are worried about something.</li> </ul> </li> <li>• Vocabulary lesson from Wonders.</li> </ul>

			<p>understanding and are able to explain how it would work or explain their understanding or be able to turn and assist a peer who is also having issues</p> <ul style="list-style-type: none"> <li>• The topics themselves is what they were making the connections to.</li> <li>• They get that buy-in with that connection. Then, I'm able to go ahead and push the academics</li> <li>• The feedback I got today was just not anywhere near what my expectation is.</li> <li>• We'll start reading the longer selection when we get in Wonders.</li> <li>• In Wonders, we have the short selection. Then, we have the longer selection.</li> </ul>	
<p><b>Authentic</b> (Whole language) (Top-down approach)</p>	<ul style="list-style-type: none"> <li>• Natural growth/ Immersion</li> <li>• Analytic phonics</li> <li>• Picture walks</li> <li>• Sight Words</li> <li>• Inventive Spelling</li> <li>• Making sense of meaning</li> <li>• Teacher as facilitator</li> <li>• Process writing</li> </ul>	<ul style="list-style-type: none"> <li>• Personally, meaningful reading and writing experiences</li> <li>• Starting with whole word <ul style="list-style-type: none"> <li>○ Meaning focus</li> </ul> </li> <li>• Multiple points of view</li> </ul>	<ul style="list-style-type: none"> <li>• They had to choose which topic that interested them.</li> <li>• We're reading The Hunger Games. Not a novel I would choose, but one that they chose</li> <li>• I'm trying to blend those together into the curriculum so that it makes sense to them so, like I said, they're getting the information, getting the content that they need and the skills that they need in different modalities.</li> </ul>	<ul style="list-style-type: none"> <li>• Picture walk</li> <li>• Talk with table partner about your predictions.</li> <li>• Take out journal and write your prediction after you have talked with your table partner.</li> <li>• Teacher walking around room stopping at each group to hear and see what groups are talking about.</li> <li>• Use of sentence frames</li> <li>• How does this story of Lock relate to the story we read yesterday about the girl and the piano?</li> </ul>

<b>Functional</b> (Genre-based pedagogy)	<ul style="list-style-type: none"> <li>• Start with questions</li> <li>• Functional literacy</li> <li>• Teacher and student work together</li> <li>• Metalanguage</li> <li>• Content</li> </ul>	<ul style="list-style-type: none"> <li>• Real-world texts</li> <li>• Language structures</li> <li>• Language functions</li> <li>• I do/we do/they do</li> </ul>	<ul style="list-style-type: none"> <li>• I try and make it where we may have some “dry” information we need to get through.               <ul style="list-style-type: none"> <li>○ I always try and put it in context where they will end up collaborating or doing some sort of project with that information that usually excites them.</li> </ul> </li> <li>• I allowed them to regroup themselves with other students who had chosen the same writing prompts.</li> <li>• They were able to have that choice, which is what, for them, connected them to the assignment that they wanted to complete this.</li> </ul>	<ul style="list-style-type: none"> <li>• Reminded students that they were working with historical fiction.</li> <li>• Teacher gave student background information about historical events the story was written around.</li> </ul>
<b>Critical</b>	<ul style="list-style-type: none"> <li>• Critical literacies</li> <li>• Critical thinking</li> <li>• Personal and social transformation</li> <li>• Agency of learners</li> <li>• No pre-set curriculum</li> <li>• Linguistic re-appropriation</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy that focuses on social issues</li> <li>• Multiple perspectives around real-world issues</li> <li>• Use of student's home language</li> </ul>		

## Appendix L

## Infusion of Meaning-making in Literacy Textual and Observable Evidence: Mrs. Anna

Literacy Model	General Indicators	Examples	Textual Evidence (Interview)	Observed Evidence
<b>Didactic</b> (Bottom-up approach)	<ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Teaching of rules in isolation (the right way)               <ul style="list-style-type: none"> <li>○ Spelling Rules</li> <li>○ Grammar Rules</li> <li>○ Testing of Rules</li> </ul> </li> <li>• Comprehension Instruction               <ul style="list-style-type: none"> <li>○ Multiple choice</li> <li>○ What the author meant</li> </ul> </li> <li>• Learning Goals</li> <li>• Teacher following textbook</li> <li>• Synthetic phonics</li> </ul>	<ul style="list-style-type: none"> <li>• Sound and letter correspondence</li> <li>• Author's purpose</li> <li>• Explicit instruction</li> <li>• Copying, repetition, memorization, applying of rules               <ul style="list-style-type: none"> <li>○ Spelling test</li> <li>○ Dictation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I want them to be able to communicate to me what parts of information they are lacking or what presentation would better assist them in learning that content.</li> <li>• Tools that will help them for next year</li> <li>• Note taking</li> <li>• Listening comprehension</li> <li>• A lot of additional practice</li> <li>• They found information that supported their claims, they found the evidence to support the reasons that they had chosen.</li> <li>• They needed to focus on the validity of their sources,</li> <li>• That the evidence they were finding actually corresponded to the reasons that they chose</li> </ul>	<ul style="list-style-type: none"> <li>• What did the first paragraph say about Lang?               <ul style="list-style-type: none"> <li>○ Where in the text did you find that? Good.</li> </ul> </li> <li>• Why do you think he felt that way? What is your prediction?               <ul style="list-style-type: none"> <li>○ Support your prediction with clues from the text.</li> </ul> </li> <li>• Teacher read the paragraph out loud twice.</li> <li>• Asked class to write down their predictions.</li> <li>• Reread paragraph for the third time               <ul style="list-style-type: none"> <li>○ Students listen and write clues from the text that supported their predictions.</li> </ul> </li> <li>• Do you think Lock is worried about his father? What sentence in the text supports that?               <ul style="list-style-type: none"> <li>○ Did not wait for student to find the supporting details. Teacher read the sentence from paragraph that supported the main character's worry.</li> <li>○ The author writes that Lock took deep breaths, like you would do when you are worried about something.</li> </ul> </li> <li>• Vocabulary lesson from Wonders.               <ul style="list-style-type: none"> <li>○ What do you think the word</li> </ul> </li> </ul>

				<p>means? (word not used/read during reading of story)</p> <ul style="list-style-type: none"> <li>○ Did not wait for response, read definition given from text.</li> <li>○ Gave examples of word by using sentence frame provided in teachers edition.</li> <li>○ Asked students to use word in same sentence frame.</li> <li>• Fill out worksheet page for rest of vocabulary words.</li> </ul>
<p><b>Authentic</b> (Whole language) (Top-down approach)</p>	<ul style="list-style-type: none"> <li>• Natural growth/ Immersion</li> <li>• Analytic phonics</li> <li>• Picture walks</li> <li>• Sight Words</li> <li>• Inventive Spelling</li> <li>• Making sense of meaning</li> <li>• Teacher as facilitator</li> <li>• Process writing</li> </ul>	<ul style="list-style-type: none"> <li>• Personally, meaningful reading and writing experiences</li> <li>• Starting with whole word <ul style="list-style-type: none"> <li>○ Meaning focus</li> </ul> </li> <li>• Multiple points of view</li> </ul>	<ul style="list-style-type: none"> <li>• They get that buy-in with that connection. Then, I'm able to go ahead and push the academics</li> <li>• I try and regroup them.</li> <li>• They had to choose which topic interested them.</li> <li>• They had to do research for each of their arguments</li> <li>• They had that choice</li> <li>• They got the opportunity to work with a flexible group and work on something that had meaning to them.</li> <li>• They were heavily collaborating.</li> <li>• Even as each of them was working on their own separate rough draft, they still wanted to meet with that group, they were still bouncing ideas off of each other. They were very heavily engaged.</li> <li>• Let's think beyond. She's not just brave, but she is steadfast, or she is . . . And</li> </ul>	<ul style="list-style-type: none"> <li>• Picture walk</li> <li>• Talk with table partner about your predictions.</li> <li>• Take out journal and write your prediction after you have talked with your table partner.</li> <li>• Teacher walking around room stopping at each group to hear and see what groups are talking about. <ul style="list-style-type: none"> <li>○ Student asked how to spell a word, teacher told student not to worry about the spelling and to sound it out. If spelling was incorrect teacher would help students.</li> <li>○ Teacher did not have to correct the student's spelling – great job, remember that right now the most important aspect of your journal is your prediction.</li> </ul> </li> <li>• Use of sentence frames</li> <li>• Asked a few students to read their predictions out loud.</li> </ul>

			<p>try and bring that vocabulary in there as well.</p> <ul style="list-style-type: none"> <li>• Kagan Strategy</li> <li>• GLAD</li> <li>• Step Up to Writing Strategies</li> <li>• GATE Strategies. I'm trying to blend those together into the curriculum so that it makes sense to them</li> <li>• They have an understanding and are able to explain how it would work or explain their understanding or be able to turn and assist a peer who is also having issues with that</li> <li>• We're reading The Hunger Games. Not a novel I would choose, but one that they chose.</li> <li>• When we're doing the AVID and we've got the three columns and you're making those connections</li> <li>• The third column was for the connections as to if there is something in your life that is similar to this</li> </ul>	
<p><b>Functional</b> (Genre-based pedagogy)</p>	<ul style="list-style-type: none"> <li>• Start with questions</li> <li>• Functional literacy</li> <li>• Teacher and student work together</li> <li>• Metalanguage</li> <li>• Content</li> </ul>	<ul style="list-style-type: none"> <li>• Real-world texts</li> <li>• Language structures</li> <li>• Language functions</li> <li>• I do/we do/they do</li> </ul>	<ul style="list-style-type: none"> <li>• I try and make it where we may have some "dry" information we need to get through. Then, I always try and put it in context where they will end up collaborating or doing some sort of project with that information that usually excites them.</li> <li>• That's when I can usually see them on task and</li> </ul>	<ul style="list-style-type: none"> <li>• Reminded students that they were working with historical fiction.</li> <li>• Teacher gave student background information about historical events the story was written around.</li> <li>• How does this story of Lock relate to the story we read yesterday about the girl and the piano?</li> </ul>



			<p>collaborating well with each other</p> <ul style="list-style-type: none"> <li>• We were working on the argument essay. I started it off where I gave them five topics to choose from, or maybe it was four.</li> <li>• I allowed them to regroup themselves with other students who had chosen the same prompts.</li> <li>• They did their research work together,</li> <li>• They were heavily collaborating.</li> <li>• Early start was an option, are you pro? Are you against? That's an issue from the district.</li> <li>• One of the other ones was the social media, which is also a district issue.</li> <li>• The fourth prompt was we had just finished reading about eco-friendly cities, green cities, and the different ways that the technologies they were using to build them.</li> <li>• They were able to have that choice, which is what, for them, connected them to the assignment that they wanted to complete this.</li> <li>• After they analyzed the model and they did their graphic organizer</li> <li>• We also went through and analyzed the rubrics.</li> </ul>	
--	--	--	---	--

			<ul style="list-style-type: none"> <li>○ We analyzed the four, the three, the two, and the one.</li> <li>• They had a good example in their heads. <ul style="list-style-type: none"> <li>○ Okay. That's what that looks like. This is where I want to get to.</li> </ul> </li> <li>• I try and bring in real-world, this is what's going on, current events, articles from News ELA</li> <li>• Trying to find something that's actually going on that they need to formulate an opinion on.</li> <li>• What I wanted them to do was go through the first two chapters and choose the main characters.</li> <li>• I want to do more of a plot line</li> <li>• I want them to have an understanding of the characters, <ul style="list-style-type: none"> <li>○ what they look like, what their motivations are, what qualities they have.</li> </ul> </li> <li>• I have them write their own questions</li> <li>• They can write a question about something they didn't understand or if they're pretty confident that they understand it, they can write a challenge question for somebody else.</li> </ul>	
--	--	--	--	--

<b>Critical</b>	<ul style="list-style-type: none"><li>• Critical literacies</li><li>• Critical thinking</li><li>• Personal and social transformation</li><li>• Agency of learners</li><li>• No pre-set curriculum</li><li>• Linguistic re-appropriation</li></ul>	<ul style="list-style-type: none"><li>• Literacy that focuses on social issues</li><li>• Multiple perspectives around real-world issues</li><li>• Use of student's home language</li></ul>		
-----------------	---	--	--	--